DOCUMENT RESUME

ED 193 766 EA 012 995

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TITLE An Approach to Combat Student Misbehavior at the Ninth Grade Level: The Committee on Referral and Evaluation (C.O.R.E.).
PUB DATE 11 Oct 79
NOTE 187p.; Ed.D. Dissertation, Part II, Nova University. Tables 1 and 2 may not reproduce clearly due to broken print of original document. For a related document, see EA 012 994.

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Alcohol Education; *Behavior Problems; Career Counseling; Counseling; *Counseling Services; Discipline Policy; *Discipline Problems; Drug Abuse; Drug Education; Expulsion; Family Counseling; Grade 9; *Nontraditional Education; Program Descriptions; Secondary Education; Suspension
IDENTIFIERS Seaford School District DE

ABSTRACT

The Committee on Referral and Evaluation (CORE) was the second phase of a two-phased practicum designed to improve the behavior of students identified as hard-core discipline problems. The first phase was a computer discipline record-keeping system used to identify problem students. The CORE Program combined school, community, and state agencies in an effort to intervene at an early level, the ninth grade, to solve current discipline problems and prevent future problems. A student identified as a hard-core discipline problem was evaluated by the committee to determine the best "prescription" for treatment. Possible treatments included family counseling at a local agency; counseling by a teacher or student; a new program of study; a job-experience program; a home-study, correspondence, or night school program; vocational rehabilitation; the Job Corps; a community college program; a mental hygiene clinic; private psychiatric care; or other community resources. The last resort was expulsion. Spinoffs of the program were a substance abuse prevention program for all ninth graders and a career counseling program. The program succeeded in enrolling all participants in a therapeutic program, informing parents about CORE, facilitating counselor contact with all students, reducing suspensions by 25 percent, and reducing the number of detentions for those involved. (Author/JM)

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"An Approach to Combat Student Misbehavior at the Ninth Grade Level: The Committee on Referral and Evaluation (C.O.R.E.)."

PART II

Submitted in partial fulfillment of
the requirements for the National Ed.D.
Program for Educational Leaders,
Nova University

By

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EA 012 995

Individual Practicum Report
Dover Cluster II
Submitted: October 11, 1979

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DESCRIPTORS: Discipline/Assessing the Problem/The 1960's/ The Project/Discipline Data/Intervention/Research/ Strategy/Objectives/C.O.R.E./Resources/Evaluation

IDENTIFIERS: Seaford Senior High School, Seaford, Delaware

This report describes the development and implementation of the second phase of a two-phased practicum effort to improve the behavior of students identified as hard-core problems. The first phase involved the development of discipline referral forms to identify students who, because of continuous disruption, fighting, truancy and/or substance abuse, were referred to the assistant principal. And, a computer system was also designed to collate and maintain records on all student discipline infractions and administrative/teacher punitive actions. The second phase became operable each time a student was identified as a hard-core discipline problem. Discipline data was continually analyzed to uncover students having serious adjustment problems. The intervention program, committee on referral and evaluation (C.O.R.E.) involved the organization and use of resource persons already in the school—counselor(s), teacher(s), work coordinator and administrators— plus the community, county and state resource people. The strategy was to intervene at the earliest possible time (ninth grade) by bringing all the appropriate resources to bear on the causative factors of a student's problem(s) by utilizing the prioritized concept of

C.O.R.E. The objectives were both terminal and process. They were designed to impact on the negative behavior of hard-core discipline problems with the hopes of improving each identified and enrolled student's behavior. Evaluation results indicate the behavior did improve and that all process objectives were accomplished.

(Author/DGN)

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PREFACE

This report offers one approach to the reader for combating, on a prioritized basis, one of the most pressing concerns of school systems, teachers and the community at large - that of discipline.

Indeed, in many ways we cannot separate learning from discipline. This writer accepts the age-old maxim that good discipline and good curriculum are basically the same thing.

Our school systems have been given the ever-demanding task of preparing students for the demanding role of citizenship.

With people living in closer contact each year, the need has increased to develop a sense of self-discipline within disruptive youth.

A very simple rationale explains the efficiency of C.O.R.E., a behavior modification approach to disruptive youth: change in behavior occurs because young people like approval from others and work for things and people that please them. C.O.R.E. represents an attempt to impact in a positive way on the simple cause and effect relationships found in hard-core discipline problems.

I wish to acknowledge the contribution of time, materials and efforts of: the staff of Turn-About Counseling; the Delaware State Police; the Seaford Police Department; the Delaware State Substance Abuse Counselors and DAIL; Mr. David Mulford, whose mini-course in Substance Abuse was highly developed, well presented and received by Seaford High School's ninth grade students; P. C. Francisco, M.D., who gave freely of his time and efforts to the ninth grade students; the faculty and C.O.R.E. enrollees; and fellow administrators.

A very special note of thanks to the counselors of Seaford High School and Dr. James Wiggins who granted permission for use of his PCCP.

Last, but surely not the least, a word of thanks to Red, Katharine and Grant, who for the past three years paid a price, a debt, I shall not be able to repay in dollars; but, surely in appreciation and love.

Before concluding, it would be an injustice if I did not recognize the many outstanding professionals in the field of education and human services who assisted me with the development of this practicum.

REPORT

"An Approach to Combat Student Misbehavior at the Ninth Grade Level: The Committee on Referral and Evaluation (C.O.R.E.)."

CHAPTER I

THE PROBLEM

PROBLEM IN GENERAL

Gallup, for the past ten years, has conducted many national surveys to ascertain more about the nation's attitude toward public schools. And according to the results, discipline is the number one problem of many public schools.

The discipline that most people have in mind is a matter of obeying rules, respecting the authority of teachers and school administrators, and being considerate of fellow students who wish to learn in a peaceful atmosphere.

In many areas of the country, schools reflect a growing trend toward major unlawful acts such as: (1) vandalism, (2) substance abuse, (3) stealing, (4) continuous classroom disruption, (5) truancy, (6) class cutting, and (7) fighting.

In assessing the problem, Gallup felt that both parents and schools must share the blame. In many cases, parents establish few rules for their children about the use of television; they set no rules regarding bedtime or study hours;

they provide little or no help to their children in organizing their homework; and, in fact, many are uninterested in what their children are doing in school.

The schools must also bear their fair share of the blame. They have not insisted on maintaining high standards and have, in fact, acquiesced too often to those who believe that anything difficult should be removed from the curriculum or should be de-emphasized.

It is unfair to deal with the problem of discipline without pointing out that the schools are a victim of an era when lack of respect for rules and authority is universal. The permissive era was ushered in by the public, not the schools.

Regardless of whose fault it is, the schools are suffering and will continue to suffer unless corrective measures are taken to restore respect for teachers and administrators, and to assure that rules and regulations are properly observed.

During the 1960's, research showed that education was undergoing growing pains. Buildings were needed to house the influx of mass public education. New programs and methods were developed to facilitate large classes and to solve problems that resulted from overcrowding and integration. Teachers faced tremendous challenges and they were willing to develop programs, methods and the technology that was needed. Today educators face another challenge, the development of positive discipline in our schools.

We can no longer look at students in our classrooms as

groups or a class; we need to see the students who sit in our classes as individuals. The students we face every day are complex individuals - a direct result of the environment in which they live. Problems at home, such as divorce, separation, and family arguments greatly upset children. Other problems such as pressures for grades, girl-boyfriend problems, racial tensions, and a multitude of other pressures create a very anxious nature in our students. In short, the behavior we saw in our students had a purpose or a reason. And, when teachers had to take instructional time to assign 470 detentions (See page 57, Table 3), as a result of classroom disruption, plus 30 suspensions to ninth graders (See pages 58-72, Tables 4-18) and 266 detentions to tenth graders during a five-month interval, we definitely had to deal with the problem (See page 57, Table 3).

This writer knew for a fact that a great many of our students dropped out of school long before they reached the eleventh or twelfth grade. He also knew that some remained in school because their peers and friends were there. However, he knew their achievement was low, scores on tests inferior, behavior unacceptable and attendance spotty, to say the least.

Many of these students were unemployed, into substance abuse, involved in minor and even serious crimes. (I was on a stake-out when two of our students were caught breaking into a building - drug related).

We could no longer afford the apathy of giving up on individuals. As educators we had to be able to diagnose some of the problems with which our students were confronted, and

at the same time we had to be able to prescribe programs or courses of action to help the student overcome some of his/her problems.

This practicum was also the second phase of a two-phased practicum effort to improve the behavior of students identified as hard-core discipline problems. (Individual Practicum)

The first phase addressed the task of manual discipline record-keeping. The solution to this problem was an inexpensive data information system that utilized the speed and efficiency of the computer. The system evolved from concepts and daily experiences of this administrator over a six year period of time.

The successful implementation of a computer discipline record-keeping system (Introductory Practicum) was not viewed as an end product, but rather as a foundation upon which to build, develop and implement phase two, of a two-phased practicum (Individual Practicum).

The practicum developed and implemented (Individual) made use of the data accumulated during the first phase to help establish a need for a program to combat student discipline problems. The accuracy of the data rested heavily on the student discipline report forms that were designed to meet the need of Seaford Senior High School (See page 94, Appendix C). It was from these forms, 1 per student per each infraction, that the data were gleaned to develop the C.O.R.E. concept.

Analysis of Needs

The preliminary analysis of data being gathered was

obvious and indicated a critical need for a prioritized program approach to combat documented discipline problems.

The data revealed that, during the school year 1976-1977, approximately 41 students were turned over to local and state police for some combination of substance abuse (use, possession, selling). Approximately 28 cases were heard and decided in Family Court. Many other cases were never prosecuted because of lack of evidence.

Since September of 1977, 17 students have been apprehended in school using, in possession of, and/or attempting to sell drugs. Five cases have gone to court and 9 cases were not prosecuted because of lack of evidence. From January to May of the 1977-1978 school year, 7 additional students were apprehended for substance abuse in Seaford High School.

During September of the 1978 school year, several fights and classroom disruptions resulted from the direct results of substance abuse. One student was involved in 3 fights; one in the hall, 2 outside in the smoking area, 1 of which resulted in $75.00 damage to a teacher-owned vehicle. This student broke down in my office and asked for help. During this same conference he related to me the names of several users, pushers and carriers, 2 of which were involved with him in the previously noted fights.

I later turned all names over to the Delaware State Police and within 2 months, a tenth grade student was arrested for selling $400.00 worth of a substance to undercover agents and negotiated to sell $4,000.00 worth. A second student was in possession of $5,000.00 worth of hash and was selling it in

school.

A third student, a known user and one whose name was given to me, threw an apple and struck a teacher in the chest.

A fourth student became disorderly and threatened several teachers before being removed by the police, and was later charged with criminal trespass because he returned to my office while still under the influence.

Needless to say, these were all hard-core discipline problems that resulted in serious school and class disruption.

Additional data taken from the computerized discipline system now in operation at Seaford High School reflected that a total of 241 discipline cases were referred to the assistant principal's office for discipline. The cases reported covered a time span from January through May, 1978. (See pages 57-78, Appendix A). Of the total cases reported, 94 were ninth graders, 64 male students and 30 female students.

The infractions ranged from cutting classes to fighting, profanity, throwing objects, class disruption of various types, stealing, vandalism, forgery and substance abuse.

A sound comparison of the discipline data generated for this study is delineated in Tables 1 and 2, on pages 7 and 8.

In addition to the comparative tables provided on pages the following discipline data, discussed by grade level, points to the critical need for a program at the ninth grade level.

TABLE

Comparative Data-Cases Referred to the Office

Grades 9-12

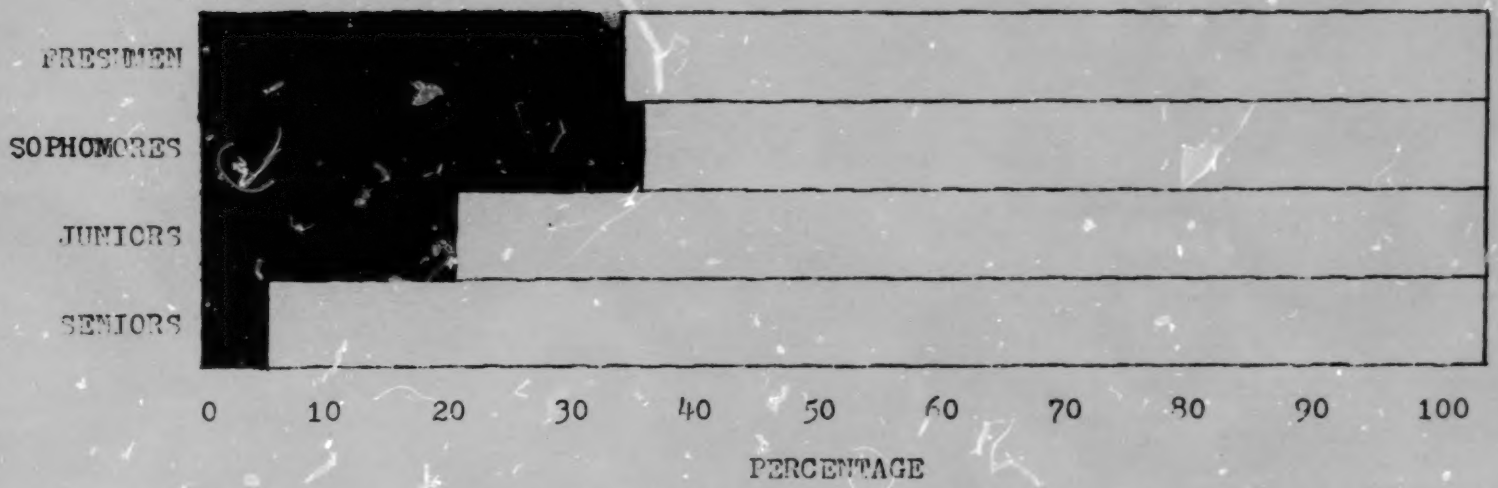
January-May 1978

GRADE	SEX	JANUARY	FEBRUARY	MARCH	APRIL	MAY	TOTALS	PCT OF TOTAL	PCT OF TOTAL SUSPENDED DAYS
9th	MALE	25	6	14	16	3	64	34.6	
	FEMALE	11	8	5	2	4	30	53.6	35%
	TOTAL	36	14	19	18	7	94	39	
10th	MALE	24	11	14	6	6	61	32.9	
	FEMALE	1	4	2	1	0	8	14.3	36%
	TOTAL	25	15	16	7	6	69	28.6	
11th	MALE	10	15	10	5	0	40	21.6	
	FEMALE	6	4	4	2	0	16	29.6	22%
	TOTAL	16	19	14	7	0	56	23.2	
12th	MALE	8	6	5	1	0	20	10.8	
	FEMALE	0	1	1	0	0	2	3.6	9%
	TOTAL	8	7	6	1	0	22	9.1	
TOTAL	MALE	67	38	43	28	9	185	76.8	
	FEMALE	18	17	12	5	4	56	23.2	
	TOTAL	85	55	55	33	13	241	100	

TABLE 2

PERCENT OF DISCIPLINE CASES RESULTING
IN SUSPENSION

JANUARY-MAY 1978



Ninth Grade (See pages 73-77, Appendix A)

1. The total number of ninth grade discipline cases reported to the office in January, 1978 was 36; 25 males and 11 females, comprising 42.35 percent of all students reported in January.

2. The total number of ninth grade discipline cases reported to the office in February, 1978 was 14; 6 males and 8 females, comprising 25.46 percent of all students reported in February.

3. The total number of ninth grade discipline cases reported to the office in March, 1978 was 19; 14 males and 5 females, comprising 34.55 percent of all students reported in March.

4. The total number of ninth grade discipline cases reported to the office in April, 1978 was 18; 16 males and 2 females, comprising 34.55 percent of all students reported in April.

5. The total number of ninth grade discipline cases reported to the office in May, 1978 was 7; 3 males and 4 females, comprising 53.85 percent of all students reported in May.

6. The total number of ninth grade discipline cases reported to the office that resulted in suspension for 1 or more days was 30; 34.8 percent of the total number of all students suspended from January, 1978 through May, 1978.

7. The total number of ninth grade students assigned detentions by individual teachers, not referred to the office,

numbered 470 ninth graders. (See page 57, Appendix A)

Tenth Grade (See pages 73-77, Appendix A)

1. The total number of tenth grade discipline cases reported to the office in January, 1978 was 25; 24 males and 1 female, comprising 29.41 percent of all students reported in January.

2. The total number of tenth grade discipline cases reported to the office in February, 1978 was 15; 11 males and 4 females, comprising 27.27 percent of all students reported in February.

3. The total number of tenth grade discipline cases reported to the office in March, 1978 was 16; 14 males and 2 females, comprising 29.09 percent of all students reported in March.

4. The total number of tenth grade discipline cases reported to the office in April, 1978 was 7; 6 males and 1 female, comprising 21.01 percent of all students reported in April.

5. The total number of tenth grade discipline cases reported to the office in May, 1978 was 6; 6 males and 0 females, comprising 46.15 percent of all students reported in May.

6. The total number of tenth grade discipline cases reported to the office that resulted in suspension for 1 or more days was 31; 36 percent total number of all students suspended from January, 1978 through May, 1978.

7. The total number of tenth grade students assigned detentions by individual teachers, not referred to the office, numbered 266 tenth graders.

Eleventh Grade (See pages 73-77, Appendix A)

1. The total number of eleventh grade discipline cases reported to the office in January, 1978 was 16; 10 males and 6 females, comprising 18.82 percent of all students reported in January.

2. The total number of eleventh grade discipline cases reported to the office in February, 1978 was 19, 15 males and 4 females, comprising 35.54 percent of all students reported in February.

3. The total number of eleventh grade discipline cases reported to the office in March, 1978 was 14; 10 males and 4 females, comprising 25.45 percent of all students reported in March.

4. The total number of eleventh grade discipline cases reported to the office in April, 1978 was 7; 5 males and 2 females, comprising 21.21 percent of all students reported in April.

5. The total number of eleventh grade discipline cases reported to the office in May, 1978 was 0.

6. The total number of eleventh grade discipline cases reported to the office that resulted in suspension for 1 or more days was 19; 22.1 percent of the total number of all students suspended from January, 1978 through May, 1978.

7. The total number of eleventh grade students assigned detentions by individual teachers, not referred to the office, numbered 207 eleventh graders.

Twelfth Grade (See pages 73-77, Appendix A)

1. The total number of twelfth grade discipline cases reported to the office in January, 1978 was 8; 8 males and 0 females, comprising 9.41 percent of all students reported in January.

2. The total number of twelfth grade discipline cases reported to the office in February, 1978 was 7; 6 males and 1 female, comprising 12.73 percent of all students reported in February.

3. The total number of twelfth grade discipline cases reported to the office in March, 1978 was 6; 5 males and 1 female, comprising 10.91 percent of all students reported in March.

4. The total number of twelfth grade discipline cases reported to the office in April, 1978 was 1; 1 male and 0 females, comprising 3.03 percent of all students reported in April.

5. The total number of twelfth grade discipline cases reported to the office in May, 1978 was 0.

6. The total number of twelfth grade discipline cases reported to the office that resulted in suspension for 1 or more days was 7; 8.1 percent of the total number of all students suspended from January, 1978 through May, 1978.

7. The total number of twelfth grade students assigned

detentions by individual teachers, not referred to the office, numbered 94 twelfth graders.

Overall there were 241 discipline cases processed from January, 1978 through May, 1978; 60 females and 181 males. (See page 78, Appendix A)

The total number suspended was 86; 18 females and 68 males.

The need was evident and well documented. The task at hand was to design or adopt a program that would fill this need by intervening at the earliest possible point in a positive manner.

The program discussed in this report approached the problem of student misbehavior on a prioritized basis, intervening at the ninth grade level.

Terminal Objectives

The need was evident and well documented. The task at hand was to construct behavior objectives, and then design or adopt a program that would facilitate their accomplishment by intervening at the earliest possible point within our high school structure.

The terminal objectives developed were:

1. To reduce suspensions by 25 percent for ninth grade students enrolled in C.O.R.E.

2. To reduce the number of teacher-assigned detentions for ninth grade students enrolled in C.O.R.E. by 50 percent.

3. To attempt to change the negative behavior of all C.O.R.E. enrollees by reducing assigned detentions by 50 percent and suspensions by 80 percent.

In any program, complete success is not likely to happen. But if we intervened at the ninth grade level with a positive program, we just may change the beliefs and attitudes of a few and turn them back on - thus reducing discipline infractions, detentions and suspensions as the students progressed through the grades.

CHAPTER II

STRATEGY

Research to Develop Strategy

During December, 1977 and January, 1978, a preliminary analysis of discipline data revealed a need for a program to combat discipline problems. I began a search of the literature for a program to fill this need. My concern materialized in February, 1978 as I brainstormed with colleagues in neighboring districts, colleagues in my district, counselors and teachers. My concern reflected a desire for a personal, humanistic, individualized program that would prioritize the hard-core discipline problems.

An investigation of various programs revealed the following:

1. In Philadelphia, high school students visit the police, the district attorney's office, the courts, hospitals and sanitariums and report to school and work with their peers.

2. Glen Cove, New York's program, involved everyone from the mayor to a 22-year-old rehabilitated addict hired as a consultant by the school (Model Program).

3. A counseling team approach involving counselors, administration and teachers was developed at Naperville, Illinois High School.

4. A peer counseling program was developed at the Dade County Public Schools in Florida.

5. A Counselor-Consultant program was developed at the San Mateo County Schools in Redwood City, California.

When my research was concluded, I felt the best approach was a prioritized program striking at the problem of student misbehavior on a prioritized basis.

Strategy

As I worked with the very real problem of misbehavior from day to day, I realized that our students were engaged in many rebellious activities both in and out of school. They found fault with the relevancy of school policies and programs and the efforts of the police to maintain law and order. In short, they were copping out because of being part of the turned-off group.

I brainstormed with friends, colleagues and students for an acceptable solution to our need. As the statistics mounted, this writer realized the problem was indeed complex and serious with many related causative factors.

I researched and viewed programs designed to train teachers as counselors, change counselors' roles to consultants, train students as peer counselors, organize group sessions at all grade levels with teachers as team leaders, recruit parents as aides within the schools, and bring police into the school and classrooms.

They all appeared to be good programs to meet a need at a given locality or area, yet not totally suited to fit our need.

I wished to combine the school and community into an effort that we could afford and cause to become a permanent part of our programming. I hoped to spot a potential behavior problem before it fully developed and reverse the behavior, or at the very least, cause some improvement in his/her negative behavior.

With this in mind, I selected a program designed to deal with the overall problem of misbehavior. The basic approach was early diagnosis of causative problems and then making a decision on what type prescription would best remedy the problem. Implementing an individual prescription involved changes in classes, program, teachers, and attendance.

The approach selected was called C.O.R.E., Committee on Referral and Evaluation, which geared our efforts toward the ninth grade students and prioritized our counseling efforts.

We identified the students having difficulty at an early stage, ninth grade, so that an action prescription could be developed to head off a lot of unnecessary trouble.

This type of systematic approach produced information for evaluation that lead to alternative programs in a continued effort to discover interests and talents for the student to develop.

If a student, through the efforts of C.O.R.E. were to find some talent, some interest and capitalize on it in ninth grade, we would have 4 years, or some part thereof, to change behavior to a degree that would result in self-motivation and self-direction in a positive manner.

The program selected utilized a humanistic approach which focused on "the causative factors" of continuous misbehavior.

The program (C.O.R.E.) combined law enforcement, counseling, education in the classroom, plus the efforts of the school and community together.

Process Objectives

When the program was selected and the necessary information organized into a strategy, both terminal and process objectives were developed to measure the outcome of the practicum.

The objectives were specific activities to be performed within a specified time under given conditions. The terminal objectives were listed on page 13 of this report. The process objectives are:

1. To enroll all identified C.O.R.E. enrollees in one of several therapeutic programs.

2. To cause all identified C.O.R.E. enrollees to attend 80 percent of all therapeutic sessions.

3. To inform all parents of identified ninth grade discipline cases about C.O.R.E., before suspension or expulsion.

4. Facilitate counselor contact with 100 percent of the ninth grade students.

CHAPTER III

IMPLEMENTATION OF C.O.R.E.

Design

The program designed brought together the school, community resources and law enforcement agencies in a united effort to combat a problem that confronted us all - continued misbehavior in school, of which substance abuse plays an active role.

Method

The method to combat prioritized discipline problems commenced during December of 1977 and January of 1978 with a preliminary analysis of discipline data which revealed a critical need for an individualized program to combat discipline problems of a hard-core nature. During the months of February, 1978 through July, 1978, the C.O.R.E. concept began to unfold through brainstorming sessions with colleagues, computer run of raw data, rap sessions with teachers and students, and counselor input into the program called C.O.R.E.

The month of August was utilized to brainstorm the program feasibility with colleagues, explore program quality and make a definite decision to go with C.O.R.E. or look for another acceptable program.

I decided that the Committee on Referral and Evaluation was our best bet to combat hard-core discipline problems on both a prioritized and individual basis. Both August and September saw the design and implementation of C.O.R.E.

become a reality. The faculty was fully briefed on the use of C.O.R.E. and its intent. All ninth grade students were surveyed as to the awareness of guidance needs to discover areas where problems could materialize on a large scale, thus alerting counselors to students' problems before they grew to the extent that C.O.R.E. would be utilized. (See page 79, Appendix B).

During the month of September, 1978, I also started to monitor closely the number of detentions assigned to ninth grade students by teachers.

I collected all detention slips and analyzed them for type of infraction, place of infraction, length of detention, number of detentions assigned, and name of teacher or teachers assigning the detentions.

A constant watch was maintained for students who were apprehended for substance abuse and/or related crime, both in school and out of school.

Once it was determined that a student had a discipline problem that was considered serious, or had the potential of becoming serious, or was already hard-core, I immediately instituted C.O.R.E. by employing the following steps:

First Step: (See page 97, Appendix D)

I first had to establish that a student had a discipline problem through the analysis of data. I then initiated counselor contact, teacher input, parent contact and a session with the student.

If all data still indicated a hard-core discipline

problem, or factors that would cause behavior resulting in discipline problems, I activated the first formal step, a Student Evaluation Request. This form was given directly to the student's guidance counselor through my office or by me.

Second Step: (See page 98, Appendix D)

The student's guidance counselor then conducted a full in-depth student interview. The counselor explored:

a. student-family relationship

b. student-teacher relationship

c. student-peer group relationship

d. progress in school

e. special problems

The counselor would then write up in detail the results of the counseling session, placing as much emphasis as possible on the student's viewpoint.

The results would then be returned to me and the counselor and I would then discuss the results and their implications for a given course of action.

If we both felt there existed a need for C.O.R.E., I would then request permission to convene the committee.

Third Step: (See page 99, Appendix D)

The authorization to convene C.O.R.E. came from the principal after presenting all behavior information gathered on the student to the principal. If he agreed that the problem(s) warranted in-depth attention, he would authorize me to call the Committee on Referral and Evaluation into session. And, as assistant principal responsible for discipline, I chaired all

committee meetings.

Fourth Step: (See page 100, Appendix D)

The classroom teacher and I would conduct an observation in the classroom and I would follow up with observations in the hall, cafeteria and the results of sessions in my office. Some of these observations were conducted without the student's knowledge, affording the committee another dimension by which to gauge a student's behavior.

Fifth Step: (See page 101, Appendix D)

This phase of C.O.R.E. involved a visit to the student's place of residence by the district home-school visitor.

His call was designed to collect information that would have direct and profound influence on the student's behavior and long-term development.

Information compiled covered such items as:

a. family composition
b. family size
c. rank in family
d. economic level
e. family's attitude toward the individual concerned
f. family's attitude toward school

Sixth Step: (See page 102, Appendix D)

A student behavior rating form was sent to each of the student's teachers. They in turn would evaluate the student's behavior by selecting the appropriate response to predeveloped items. This rating sheet was not used by itself but used in conjunction with all other information to form a behavior

picture as thorough and complete as possible.

Steps 4, 5 and 6: (See pages 100, 101 and 102 Appendix D)

One must keep in mind that Steps 4, 5 and 6 were taking place at the same time and are delineated in this report for clarification and organization.

Seventh Step: (See page 104, Appendix D)

The most important element of the C.O.R.E. concept was the findings and prescription step.

All the behavior data compiled from the previous 6 forms was condensed into critical findings. At this point a prescription was designed to improve the student's behavior.

To develop a prescription we could draw from the resources available to us at the local level. Sometimes the resources available limited the development of an improvement prescription.

Some of the individual prescriptions were as follows:

a. Family Counseling: the student and parent(s) would take part in counseling with the local community Turn About Counseling Center.

b. Teacher Counseling: the student would be "buddied up" with a volunteer teacher for counseling and friendship, plus academic tutoring.

c. Student Counseling: a volunteer was paired with a C.O.R.E. member for peer friendship and guidance. This relationship was monitored by the assistant principal or someone appointed specifically for that purpose.

d. A New Course of Study: very often a complete new

course of study was developed for a student. We attempted to cause the parent(s) to attend all scheduling meetings, or at least sign the course change, indicating approval.

e. A Work-School Program: this approach combined a modified schedule with a job, which allowed the student time off from school to work and receive credit. Usually, this was from 2 hours a day to a half day period of time.

f. Home Study Program: a student was allowed to study a particular course at home and bring the results into school. This approach was almost always tied in with counseling and tutoring.

g. Correspondence Program: this was conducted via the American School Program and was often utilized when the student had this choice or expulsion.

h. James Groves Extension: James Groves is a fully accredited high school that operates at night for adults and students in special cases.

i. Vocational Rehabilitation: the Department of Vocational Rehabilitation offered services to students with problems.

j. Job Corps: a specialized organization that offered students a last chance to gain a salable skill. This organization was utilized when students and parents elected for the student to drop out of school.

k. Community College (Enrichment and Remedial): students

who wished to change programs and excell or acquire remedial assistance were able to select this option.

l. Mental Hygiene Clinic: students with deep-seated problems and who did not choose, or could not afford private care, were directed to this clinic.

m. Private Psychiatric Care: some students with problems were taken to a psychiatrist of their choice.

n. Community Resources (Police, Family Court, Turn About Counseling, Tutoring, Big Brothers/Big Sisters of Delaware, Inc.): the community resources were made available to C.O.R.E. members at every opportunity where we felt it would benefit the student.

o. Expulsion From School: if everything else failed, the student was taken to the school board with a recommendation for expulsion.

CHAPTER IV

EFFECTIVENESS OF PROGRAM

C.O.R.E. was implemented in September of 1978. It was the second phase of a two-part practicum designed to combat discipline problems in Seaford Senior High School.

C.O.R.E., the second phase, became operable each time a student was identified as a hard-core discipline problem. Usually, a student was referred to the assistant principal because of continuous disruption, fighting, truancy and/or substance abuse.

Discipline data was continually analyzed to uncover students having serious adjustment problems in other areas, attendance, running away from, and abuse in the home.

The intervention program, C.O.R.E., involved the organization and use of resource persons already in the school; counselors, teachers, work coordinators, administrators, plus community, county and state resource people.

The strategy was to intervene at the earliest possible time (ninth grade) by bringing all the appropriate resources to bear on the causative factors of a student's problem (s) by utilizing the prioritized concept of C.O.R.E.

A total of 20 students were enrolled in C.O.R.E. from September, 1978 through June, 1979. There were 17 ninth grade students and 2 tenth grade students and 1 eleventh grade student.

The 17 ninth grade students accounted for 243 detentions

from September, 1978 through May, 1979, and 83 suspensions ranging from 1 to 5 days in duration.

There were 38 detentions in September; 55 in October; 41 in November; 33 in December; 25 in January; 17 in February; 17 in March; 10 in April; 4 in May; and 3 in June, 1979.

Fifteen and six tenths percent of all detentions were in the month of September; 22.6 percent were in October; 16.9 percent in November; 13.6 percent in December; 10.3 percent in January; 7 percent in both February and March; 4.1 percent in April; 1.6 percent in May and 1.2 percent in June, 1979.

The same 17 ninth grade students accounted for 7 suspensions in September; 11 suspensions in October; 7 suspensions in November; 9 suspensions in December; 11 suspensions in January; 10 in February; 16 in March; 3 in April; 9 in May; and 0 in June, 1979.

Eight and four tenths percent of all suspensions were in September; 13.3 percent in October; 8.4 percent in November; 10.8 percent in December; 13.3 percent in January; 12.0 percent in February; 19.3 percent in March; 3.6 percent in April; 10.8 percent in May; and 0 percent in June, 1979.

The infractions for the 17 ninth grade students included fighting, stealing, selling, possession and use of drugs, marijuana and alcohol. Several ran away from home for long periods of time. Some had an attendance problem. Several were in court for problems that developed outside of school. A few were picked up in and out of school for having concealed

weapons, knives, chains, etc.

The 2 tenth graders and 1 eleventh grader were enrolled in C.O.R.E. at the request of another administrator and 2 sets of parents. All 3 were problems since they entered high school and we felt rather than give up on them, we would try one last attempt with C.O.R.E.

The effectiveness of C.O.R.E. is delineated in the charts that follow, on pages 29, 30, 31, 32 & 33 . The grid is organized so that the reader of this report may readily compare the program's objectives, outcomes, procedures employed and evaluations.

Effectiveness of Program

Objectives	Procedures	Evaluation	Outcome
Terminal			
1. To reduce suspensions by 25 percent for ninth grade students enrolled in C.O.R.E.	1. Intervention with C.O.R.E. at the earliest possible point in ninth grade with individual behavior modification prescription.	1. Compared pre-C.O.R.E. suspensions with post C.O.R.E. suspensions for all C.O.R.E. enrollees.	1. Suspensions were reduced by 25 percent or more for 12 out of 17 ninth grade C.O.R.E. enrollees.
2. To reduce the number of teacher-assigned detentions for ninth grade students enrolled in C.O.R.E. by 50 percent.	2. Intervention with C.O.R.E. at the earliest possible point in ninth grade with an individual behavior modification prescription.	2. Compared pre-post teacher-assigned detentions for ninth grade students enrolled in C.O.R.E.	2. Teacher-assigned detentions for ninth grade C.O.R.E. enrollees were reduced by 50 percent or more for 13 out of 17 students.

Effectiveness of Program (cont'd)

Objectives	Procedures	Evaluation	Outcome
3. To attempt to change the negative behavior of all C.O.R.E. enrollees by reducing assigned detentions by 50 percent and suspensions by 80 percent.	3. I intervened with C.O.R.E. at the earliest possible point in ninth grade with an individual.	3. Compared all C.O.R.E. enrollees pre-post detentions and suspensions.	3. The negative behavior of 13 of our 17 ninth graders was definitely improved. Detentions were reduced by 50 percent or more for 13 enrollees. However, suspensions were reduced by only 25 percent or more for 12 of 17 enrollees.

Effectiveness of Program (cont'd)

Objectives	Procedures	Evaluation	Outcome
Process			
4. To enroll all identified C.O.R.E. enrollees in one of several therapeutic programs.	4. Enrolled all C.O.R.E. enrollees through a behavior modification plan, in a mandatory counseling program.	4. Compared pre-post behavior prescription plan for each C.O.R.E. enrollee.	4. One hundred percent of C.O.R.E. enrollees were enrolled in one or more therapeutic programs.
5. To cause all identified C.O.R.E. enrollees to attend 80 percent of all therapeutic sessions.	5. Monitored attendance of each enrollee on a weekly basis.	5. Compiled weekly attendance data for all C.O.R.E. enrollees.	5. Thirteen of the 17 C.O.R.E. enrollees attended 80 percent or more of all therapeutic sessions. Four enrollees attended no sessions.

Effectiveness of Program (cont'd)

Objectives	Procedures	Evaluation	Outcome
6. To inform all parents of identified ninth grade discipline cases about C.O.R.E. before suspension or expulsion.	6. Explained to each parent of potential C.O.R.E. enrollees the purposes of C.O.R.E. during parent conference resulting from discipline suspension.	6. Assistant principal kept a record of parent conferences and had each C.O.R.E. enrollee sign a parent permission form.	6. One hundred percent of all parents of students with a discipline problem resulting in a parent conference were informed of C.O.R.E. and its purpose.

Effectiveness of Program (cont'd)

Objectives	Procedures	Evaluation	Outcome
7. Facilitate counselor contact with 100 percent of the ninth grade students.	7. Utilized the Priority-Career Counseling Program (PCCP) - a systematic approach to guidance programming. Counselors made contact with 91 percent of the available ninth grade students by surveying their future career needs. (See page 119 Appendix F).	7. Counselors kept a record by name of all ninth grade students returning the Priority-Career Counseling Program.	7. Counselors made contact with 91 percent of 241 ninth grade students or approximately 219 ninth grade students.

CHAPTER V

INSTITUTIONALIZATION OF THE PROGRAM

C.O.R.E.

The C.O.R.E. concept was implemented in September of 1978. To implement C.O.R.E., it was necessary to deal with the following concerns:

1. The staff and fellow administrators received a full orientation, enabling them to gain a full understanding of the C.O.R.E. concept, its use, its resource requirements and its relation to school discipline. This was accomplished by:

   a. Faculty briefings
   b. Individual orientations
   c. Counselor briefings
   d. Parent conferences
   e. Community resource development
   f. Program implementation

2. The benefit of implementing C.O.R.E. and the expected results had to be fully explained to all staff members, parents and students involved.

3. A quality program had to be developed and employed to induce the staff and fellow administrators to willingly accept the program and cause it to become an integrated part of our program to improve student behavior.

A cooperative effort by teachers, parents, counselors and administrators caused the successful implementation of C.O.R.E. into our regular counseling program. The development

and institutionalization of C.O.R.E. afforded this administrator an opportunity to complete the second phase of a two-part practicum. The first phase being the Introductory Practicum and the second phase the Individual Practicum.

PROGRAM SPIN-OFF

As the C.O.R.E. concept became a reality in Seaford Senior High School, this writer realized the need for inexpensive, yet quality, programs to support and enhance the efforts of C.O.R.E.

An analysis of computer data had already revealed a substance abuse problem. And with one intervention program aimed at ninth graders, it was my intent to reach all freshmen with some type of programming.

My efforts paid off with the assistance of the Delaware Substance Abuse Prevention Agency, Seaford Turn-About Counseling Agency and a former state supervisor of Guidance and Counseling. All 3 parties provided this writer with information that resulted in the following programs:

1. Mini-Term Substance Abuse - (two weeks)

This program was designed and taught to our 200 ninth grade students; half of this group during the first semester and the second half during the second semester.

It was presented during the first week followed by a second week of 1 day presentations by local and state police, Turn-About Counseling, health teachers, and a medical doctor.

The same format was presented during both semesters. The time frame was December 11-15, 1978, and December 18-22, 1978, for the first semester; and May 14-18, 1979, and May 21-25,

1979, for the second semester.

There were 6 health classes comprised of just over 200 students. Each section was surveyed with a confidential questionnaire designed to test student knowledge about drug abuse before each mini-term. (See page 113, Appendix E)

The results were compiled and used to form a basis for each instructor's presentation throughout the 2 week presentation.

The daily class work consisted of the following:

Monday, December 11: Film, "Boozers and Users" - Discussion of facilities available for treatment in the state of Delaware and statistical reasons for treatment here and nationwide. Pamphlets handed out to the students were:

A. "Do You Know The Facts About Drugs?"

B. "A Teenager's Guide To Alcoholism Among Parents"

C. "A Teenager's Guide To Alcoholism"

The pre-alcohol quiz was also administered to all classroom pupils. The post quiz was given on Friday, the last day of the program. (See page 114, Appendix E)

Tuesday, December 12: Film, "Almost Everyone Does" - Discussion about drinking habits of teenager's and how it affects their bodies physically i.e., damage to brain cells, destruction of platelets, damage to liver, cirrhosis of the liver, etc. A survey was attempted to find out the following: What percent of pupils drink or had taken drinks? What percent of pupils used heroin or hard

drugs? What percent of pupils had been intoxicated? What percent of pupils used marijuana? What percent of students were popping pills? What percent of pupils smoked tobacco? (This survey was conducted orally by the instructor and kept confidential).

Wednesday, December 13: Film, "99 Bottles of Beer" - Discussion centered around where to seek help and detailed methods of seeking help - probably will find very few of them will seek help from parents and family -- maybe older brothers or sisters; "some" teachers; "some" clergymen; "some" counselors; and other available resources; explanation of Federal Laws of Confidentiality.

Thursday, December 14: Film, "So Long Pal" - Discussion centered around drinking and driving - the effects of alcohol on your driving skills - the various penalties for driving while under the influence - Grade of B or better on Driver's Education will help with the cost of insurance - Is it worth it to drink and drive?

Friday, December 15: Film, "Psychoactive" - Two tests to be given in class, to be done in dyads (groups of 2), answers given and discussion with the pupils with reasons for their answers. (See page 114, Appendix E). Tests were to be taken home and given to family members to set up "rap sessions." Tie up all loose ends.

Second Week

Monday, December 18, 1978: The juvenile officer from the Seaford Police Department conducted classes all day. He covered the role of the local police when involved with drug abuse. (See page 115, Appendix E) Such items as:

A. What exactly is drug abuse

B. What is the most commonly abused drug in Seaford

C. Pros and cons

D. The Seaford Police arrest violators for 3 main reasons:

    1. To protect the community.

    2. To deter others from committing the same offense.

    3. To protect the individual involved.

Tuesday, December 19, 1978: A Delaware State Trooper, from the juvenile branch, conducted classes all day. He, in turn, presented the state's viewpoint by covering the items on the outline contained in Appendix However, his viewpoint was broader and more involved than the local police.

Wednesday, December 20, 1978: The health teachers returned to the classroom and conducted a summary of all prior classes. They attempted to tie the information presented in earlier classes into the material contained in the health lessons. Each teacher then attempted to build the foundation for the remaining 2 days of the mini-term.

Thursday, December 21, 1978: Three staff members

from Turn-About Counseling Center presented their program to all classes. They covered the following:

A. "Guidance For the 70's" - (relationship of self-esteem and abuse - an 18-minute film)

B. Why get into using drugs

C. Intoxicating substance

Their overall emphasis was the counseling of students and adults and the related causative factors for drug abuse. (See page 106, Appendix E)

Friday, December 22, 1978: A medical doctor from the community spent the day with the health classes. He covered both legal and medical definitions of drug abuse. The misuse of prescriptions and then the life-long effects of drug abuse on the human body were discussed.

The mini-term program was evaluated by an informal, short survey conducted by health teachers and by this writer through many discussions with ninth grade students. Almost every reply, (110 of 118 students) felt it was a good program and should continue as part of the health program. (See page 107, Appendix E)

The Health Department was able to develop a meaningful film inventory for future use for their classes and for any other classes that desired substance abuse information. (See page 108, Appendix E)

2. Turn-About Counseling (See pages 127-142, Appendix G)

The Turn-About Counseling Center in Seaford received a grant through the Delaware Bureau of Substance Abuse during the summer of 1978. Its primary focus of attention was substance abuse.

In cooperation with what educators were providing in this area of social concern, Turn-About offered the following programs:

A. Group and individual counseling on a regular scheduled basis

B. Peer Counseling Groups - trained and supervised Senior High Students to co-lead groups of peers in cooperation with school counselors.

C. Life Skill Classes - training in communication and listening skills. Techniques of establishing and maintaining meaningful relationships. Defining identity and improving self-concept.

D. Behavior Modification - employing behavior modification techniques as an aid to diverting unacceptable behavior.

E. A Referral Source - Turn-About accepted individual or family referrals from school personnel.

F. A Tutorial Service - both an individual and group tutoring service designed to help students who were discipline problems and unable to perform effectively in a classroom environment.

From the services offered by Turn-About, this writer

selected and brought into the school the following:

A. Group and Individual Counseling:

Sessions were both short term - 8 to 10 weeks - and long term which ran the duration of a semester or longer as need indicated.

Sessions met for one 50 minute session each week. It was preferable to have heterogeneous groups but not absolutely necessary. Both individual and group sessions were flexible to meet individual needs and met during school time.

PURPOSE: Group and individual counseling was designed to provide supportive service to students experiencing difficulties in their lives. These difficulties included family, school, peer relationships, drugs, and self-esteem.

During group sessions, there were discussions of alternatives to dealing with the issues presented, role playing and various behavior modification techniques utilized.

Group and Individual Contract

1. Discussions were strictly confidential unless there was evidence of potential suicide or possible bodily harm to others.
2. Members of both sessions were to arrive and depart promptly at designated times.
3. Each member of both sessions was responsible for counseling process as well as session leaders.

4. New members were accepted according to need and prior approval.

5. Attendance was recorded at each session and reported to school officials.

6. Group members were limited to 8 to 12 people for each group.

7. The contract was open for negotiations by students in order to meet their needs.

FOLLOW-UP: "Q-sort" - For clients who successfully completed group and individual counseling, a "Q-sort" of 12 categories of curative factors (5 items in each category) was presented on a 3 x 5 card, and the student was asked to sort these 60 randomized cards into 7 piles. Each pile was labeled going from "Most Helpful To Me In The Group" to "Least Helpful To Me In The Group." The items were then rank ordered. Following the "Q-sort," each client was interviewed by his group leader.

D. Behavior Modification:

PURPOSE: To utilize behavior modification techniques as an aid to diverting unacceptable behavior.

GOAL: To improve classroom behavior, peer relationships and student/teacher cooperation which would hopefully improve academic performance, and reduce overall hard-core discipline problems.

TECHNIQUES: Students recorded for one week their initial response to others and the return response. This included adults (teachers, parents, administrators)

and peers. Students discussed the results during group and individual sessions and applied suggested changes for one week and recorded the results.

STUDENT EVALUATION: Each participant evaluated any change in his behavior and the results that change may have had, positively or negatively, with his relationship with a teacher and academic performance. This was designed to help students accept responsibility for self and also the parent/child relationship.

TEACHER EVALUATION: Each teacher involved with a C.O.R.E. student discussed any change they observed with the counselor/administrator and student. This was accomplished with the student's knowledge and sometimes, if for the betterment of the student, without his/her knowledge.

E. A Referral Source:

PURPOSE: To be used as a source of assistance for both C.O.R.E. and non-C.O.R.E. members who did not wish to take part in the school program. Turn-About was also available for referral to private clinics and psychiatric assistance. Many parents were referred to Turn-About for assistance throughout the year.

F. Tutorial Service: (See page 128, Appendix G)

This service was designed to help, on an individual basis and in a group, those identified C.O.R.E. members who were unable to perform effectively in a classroom environment.

The service was available in the school on a daily basis during the school year and in the evening by appointment. The service was continued throughout the summer at the Turn-About Counseling Center.

The tutor assisted students with their normal classwork where needed; tested to determine an achievement base line when needed and basically tried to develop a good academic atmosphere for student development.

The ultimate goal of the service was, through consistent academic assistance, to help a student:

1. Isolate his academic problem
2. Identify his interests and possible career goals
3. Adopt a study method to his particular needs, and
4. Actualize his academic potential and assume responsibility for attaining his goals

3. <u>In-Service Training - Basic Substance Abuse Training In Prevention</u>

This writer, in his many contacts with the Delaware State Drug and Alcohol Center, was made aware of a training program for staff members in the prevention of substance abuse.

Application was submitted for in-service education credit with the Delaware State Department of Education.

Approval was requested and granted for 1 in-service

credit. To achieve 1 credit, 15 hours of instruction had to be prepared for presentation to staff. A brief description of this prevention program is as follows:

This series was developed to provide educators K-12 with an opportunity to receive training that would enhance their ability to provide up-to-date drug and alcohol education techniques. The series included lectures, discussions, films, and exercises that were designed to be used in the classroom with students.

The series was divided into 5 sessions:

	Title	Hours
1.	"The History of Prevention and Education"	3
2.	"Facts About Substance Abuse"	3
3.	"Adolescence and Drug and Alcohol Use"	3
4.	"Classroom Prevention and Education Techniques"	3
5.	"Early Intervention and Community Resources"	3

A total of 15 hours was necessary for the entire series. It had to be completed in 3, 5 hour days or 5, 3 hour evening sessions.

The completed series was evaluated during the last session by each participant. (See page 141, Appendix G)

4. A Priority-Based Career Counseling Program

It was this writer's desire to give as much attention as possible to the ninth grade students and their problems, and intervene at the earliest point possible before small problems developed into discipline problems necessitating C.O.R.E. involvement.

To accomplish this task, this writer decided to utilize the skills of the counselors at Seaford High School and facilitate counselor contact with 100 percent of the ninth grade students.

The first step was a student's inventory of guidance awareness in order to establish program direction based on student needs. (See page 80, Appendix B)

The results definitely indicated a need for a comprehensive guidance program at the ninth grade level. (See pages 83-93, Appendix B)

The second step was the selection of a program that would give all ninth grade students an opportunity to receive help when they needed it rather than when their names happen to fall on an alphabetical listing, and provide counselors with a means to prioritize student need for counseling.

To meet the needs of the students and demands of the counseling staff, this writer drew from his past counseling experience and selected the "Priority-Based Career Counseling Program." (PCCP)

The PCCP was concerned with the individual's construct of "What am I going to do with my life?" In using this program,

counselors had a logical framework for the exploration and discovery of one's self, because all good counselors realize that few conferences are strictly career oriented.

The PCCP began with a career survey administered to all ninth grade students. (See page 120, Appendix F)

The survey asked the ninth grade students to make "good" decisions regarding both their educational plans and vocational future.

To make "sound" decisions, they were to follow a definite process though not in a specific order:

1. Definition of objectives or goals
2. Collection and analysis of relevant data
3. Consideration of the possibility, probability, and desirability of outcomes
4. Study of possible alternatives
5. Making decisions

The survey recognized the need for students to look at themselves and their career choices in relation to: fantasy careers, realistic careers, interest, values, abilities, occupational information, curriculum selection, and their need for counseling help in the decision-making process.

Students were then asked to rate themselves in one of three ways:

1. <u>High rating</u>: I need considerable help in figuring out what I am going to do
2. <u>Average rating</u>: I have some things planned but could use additional help

3. Low rating: My plans are pretty clear and I do not need additional help at this time.

The student rating scale provided the counselors with a means of prioritizing their counseling work load. Students who needed help but would not admit it, were not forgotten. The PCCP provides checks and balances through the counselor's evaluation of the data on the career survey, material in the student's cumulative file and the counselor's personal knowledge of the student.

The information collected on the career survey was put to "an assessment of needs" test. The student's career choice was tested in relation to appropriateness and consistency.

1. Appropriateness: The focus of this test was whether the career choice was a logical one in terms of grades, test scores, interests and values as described in the student's self-appraisal on the survey. (See page 125, Appendix F)
2. Consistency: The focus of this measure was to determine if the level and conten of the training projected by the student would prepare him to achieve his stated career goal.

To record the activities of each counselor that resulted from contact with a student, the counselor's work card was utilized. (See page 125, Appendix F)

The work load provided a means of recording action taken by the counselor, follow-up activity, change in counseling priority, conferences and listed check for appropriateness and consistency.

In short, objective number seven was designed to bring counselors in contact with ninth grade students in a meaningful and systematic approach. The PCCP was adopted to accomplish that goal based on the assumption that counselors have two separate, though complementary, roles:

1. To conduct a guidance program for all students, and
2. To develop both group and individual sessions, and
3. Through use of items 2 and 3, assist students with their adjustment - personal, social, educational and vocational

The PCCP demonstrated one way of intervening at the earliest possible point in a student's development in hopes of improving his/her adjustment before calling into play the C.O.R.E. concept at Seaford High School.

CHAPTER VI

Conclusion

This project was the result of 2 long years of thought and work which focused on the hard-core discipline problems of ninth grade students.

C.O.R.E. was the second phase of a two-phased practicum effort to improve the behavior of students identified as hard-core. The first phase (Introductory Practicum) addressed the task of manual discipline record-keeping. The solution to this problem was an inexpensive data information system that utilized the speed and efficiency of the computer to provide this writer with discipline data in an organized form. This allowed the writer to analyze that data in order to establish a need for a prioritized program to meet individual discipline problems at the ninth grade level. The system evolved from concepts developed and daily experiences of this administrator over a six year period of time.

The successful implementation of a computer discipline record-keeping system (Introductory Practicum) was not viewed as an end product, but rather as a foundation upon which to build, develop and implement phase two, Individual Practicum, of a two-phased practicum.

The practicum developed and implemented made use of the data accumulated during the first phase to help establish a need for a program to combat student discipline problems. The accuracy of the data rested heavily on the student discipline report forms that were designed to meet the need of Seaford

Senior High School (See page 19, Appendix C). It was from these forms, 1 per student per each infraction, that the data were gleaned to develop the C.O.R.E. concept.

C.O.R.E. was implemented in September of 1978 to combat discipline problems in Seaford Senior High School.

C.O.R.E. became operable each time a student was identified as a hard-core discipline problem, which was usually a student referred to my office because of continuous disruption, fighting, truancy and/or substance abuse.

C.O.R.E. was a systematic approach designed to intervene at the ninth grade level in hopes of diagnosing causative factors and then developing a prescription to combat the resulting behavior problems.

The program design facilitated the coalition of school, community and state resource agencies in a united effort to combat hard-core discipline problems.

The strategy was to intervene at the earliest possible time, ninth grade, by utilizing the appropriate resources to modify the negative behavior of an identified student.

A total of 20 students were enrolled in C.O.R.E. from September, 1978 through June, 1979. There were 17 freshmen, 2 sophomores, and 1 junior.

This writer's objectives, through the concept of C.O.R.E., were divided into 2 categories: terminal and process. They were:

1. To reduce suspensions by twenty-five percent for ninth grade students enrolled in C.O.R.E. (terminal)

2. To reduce the number of teacher-assigned detentions for ninth grade students enrolled in C.O.R.E. by fifty percent (terminal)
3. To enroll all identified C.O.R.E. enrollees in one of several therapeutic programs (process)
4. To attempt to change the negative behavior of all C.O.R.E. enrollees by reducing assigned detentions by fifty percent and suspensions by eighty percent (terminal)
5. To cause all identified C.O.R.E. enrollees to attend eighty percent of all therapeutic sessions (process)
6. To inform all parents of identified ninth grade discipline cases about C.O.R.E., before suspension or expulsion (process)
7. Facilitate counselor contact with one hundred percent of the ninth grade students (process)

The results of the year-long program indicate that success was realized with objectives 1, 2, 3, 6, and 7. Parts of objectives 4 and 5 were accomplished. Yet, even with these 2 objectives, there was definite behavior improvement on the part of all enrollees.

The computer data revealed that the 17 freshmen students accounted for 243 detentions from September, 1978 through May, 1979, and 83 suspensions ranging from 1 to 5 days in duration.

There were: 38 detentions in September, 55 in October, 41 in November, 33 in December, 25 in January, 17 in February,

17 in March, 10 in April, 4 in May, and 3 in June, 1979.

Fifteen and six tenths percent of all detentions were in the month of September, 22.6 percent in October, 16.9 percent in November, 13.6 percent in December, 10.3 percent in May and 1.2 percent in June, 1979.

The same 17 freshmen students accounted for a total of 83 suspensions from September through June, 1979. There were: 7 suspensions in September, 11 in October, 7 in November, 9 in December, 11 in January, 10 in February, 16 in March, 3 in April, 9 in May and 0 in June, 1979.

Eight and four tenths percent of all suspensions were in September, 13.3 percent in October, 8.4 percent in November, 10.8 percent in December, 13.3 percent in January, 12.0 percent in February, 19.3 percent in March, 3.6 percent in April, 10.8 percent in May and 0 percent in June, 1979.

Except for 1 or 2 months, all enrollees showed a definite decrease in detentions and suspensions. In all cases there was a definite improvement in behavior, though in 4 cases, we finally had to ask them to leave school or face expulsion.

The infractions for the 17 enrollees included: fighting, stealing, selling, possession and use of drugs, carrying a concealed weapon, attendance and running away from home.

The 2 sophomores and 1 junior were enrolled in C.O.R.E. at the request of the principal and 2 parents. All 3 were problems since entering high school and C.O.R.E. was their last stop before expulsion.

C.O.R.E., from the beginning, involved the organization

and use of resources from the school, community, county, and state. Its design was to intervene at the earliest possible point of a student's discontent, by bringing all the appropriate resources to bear on the causative factors of a student's problem (s) by utilizing the prioritized concept of C.O.R.E., which we were able to accomplish with more than moderate success.

The theme implicit in this 2 year effort was that it would take a very vain individual and a blind school system to believe that all is well with the field of education today. Yet, in spite of our many problems, we as educators do recognize that students are complex and remarkable individuals; that their learning is a process which encompasses all of life's experiences.

The school program should provide the student with the information necessary to understand his or her role in a fast moving and ever changing world. When an individual slips in his personal growth, the school should help the student to formulate a program to understand why and to accept full responsibility for the results of his behavior. That program should be systematic, prioritized and recognized as part of the curriculum - C.O.R.E.

Recommendations

Change should be a process that is planned and focused on the needs of students and the implications of any course of action. A piecemeal approach to program development seldom, if ever, results in a successful program. It is

imperative for anyone considering C.O.R.E. to establish a few guidelines by answering important questions that in reality are priority issues, such as:

a. What is currently available
b. What is needed
c. Do we need a comprehensive needs assessment
d. What type of program
e. How will the program be defined in terms of objectives, methods and materials
f. What will we call the program - C.O.R.E., etc.
g. Will the program fit the needs of this community
h. Is this program the best alternative to meeting needs
i. Do we have someone qualified to coordinate such a program
j. Will staff members support such a program
k. What will be the cost
l. How will we evaluate the program effort and
m. Is a shared decision-making process necessary

This writer's efforts were rewarded by the success of C.O.R.E. and the quality and number of spin-off programs that were developed to impact on the ninth grade population. (See pages 96-126, Appendix D, E, F & G)

Dissemination

C.O.R.E. will be made available to any individual, concern or school system upon written request to the writer or Nova University.

APPENDIX A

Student Comparative Discipline Data, Grades 9-12, Referrals, Detentions and Suspensions

TABLE 3

TEACHER ASSIGNED DETENTIONS
(JANUARY - MAY 1978)

EACHER UMBER	DETENTIONS ASSIGNED	TEACHER NUMBER	DETENTIONS ASSIGNED	TEACHER NUMBER	DETENTIONS ASSIGNED
175	25	045	2	165	3
210	--	125	7	015	--
230	9	025	20	095	3
055	2	105	5	060	10
170	2	135	10	190	20
235	6	150	--	080	--
020	44	315	46	295	29
185	98	155	41	205	--
245	--	140	7	335	9
070	--	320	5	010	8
215	3	345	10	090	--
195	1	115	--	265	6
200	4	285	9	180	14
145	--	040	4	280	--
260	2	290	62	255	5
240	2	130	131	270	12
225	--	050	8	220	--
085	--	120	--	325	25
065	13	900	34	075	7
340	152	100	--	211	61
005	--	110	16	330	33
276	6	250	21	091	--
035	10	160	--		

T O T A L S
ALL TEACHERS
BY GRADE:
9th - 470
10th - 266
11th - 207
12th - 94

TABLE 4

STUDENTS SUSPENDED 1-3 DAYS
(JANUARY 1978)

RADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	4	2	0	0	0	0	6	26.09
	FEMALE	0	2	0	0	0	0	2	8.70
	TOTAL	4	4	0	0	0	0	8	34.78
10TH	MALE	4	2	0	0	0	0	6	26.09
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	4	2	0	0	0	0	6	26.09
11TH	MALE	1	3	0	0	0	0	4	17.39
	FEMALE	0	2	0	0	0	0	2	8.70
	TOTAL	1	5	0	0	0	0	6	26.09
12TH	MALE	2	1	0	0	0	0	3	13.04
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	2	1	0	0	0	0	3	13.04
OTAL	MALE	11	8	0	0	0	0	19	82.61
	FEMALE	0	4	0	0	0	0	4	17.39
	TOTAL	11	12	0	0	0	0	23	100.00

TABLE 5

STUDENTS SUSPENDED 1-3 DAYS
(FEBRUARY 1978)

RADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	2	0	0	0	0	0	2	16.67
	FEMALE	1	1	0	0	0	0	2	16.67
	TOTAL	3	1	0	0	0	0	4	33.33
0TH	MALE	0	2	0	0	0	0	2	16.67
	FEMALE	0	1	0	0	0	0	1	8.33
	TOTAL	0	3	0	0	0	0	3	25.00
1TH	MALE	1	2	0	0	0	0	3	25.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	1	2	0	0	0	0	3	25.00
2TH	MALE	1	0	0	0	0	0	1	8.33
	FEMALE	1	0	0	0	0	0	1	8.33
	TOTAL	2	0	0	0	0	0	2	16.67
TAL	MALE	4	4	0	0	0	0	8	66.67
	FEMALE	2	2	0	0	0	0	4	33.33
	TOTAL	6	6	0	0	0	0	12	100.00

TABLE 6

STUDENTS SUSPENDED 1-3 DAYS
(MARCH 1978)

RADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	4	0	0	0	0	0	4	16.67
	FEMALE	2	0	0	0	0	0	2	8.33
	TOTAL	6	0	0	0	0	0	6	25.00
10TH	MALE	3	4	0	0	0	0	7	29.17
	FEMALE	1	0	0	0	0	0	1	4.17
	TOTAL	4	4	0	0	0	0	8	33.33
11TH	MALE	4	2	0	0	0	0	6	25.00
	FEMALE	0	3	0	0	0	0	3	12.50
	TOTAL	4	5	0	0	0	0	9	37.50
12TH	MALE	1	0	0	0	0	0	1	4.17
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	1	0	0	0	0	0	1	4.17
OTAL	MALE	12	6	0	0	0	0	18	75.00
	FEMALE	3	3	0	0	0	0	6	25.00
	TOTAL	15	9	0	0	0	0	24	100.00

TABLE 7

STUDENTS SUSPENDED 1-3 DAYS
(APRIL 1978)

RADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	2	2	0	0	0	0	4	50.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	2	2	0	0	0	0	4	50.00
10TH	MALE	3	0	0	0	0	0	3	37.50
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	3	0	0	0	0	0	3	37.50
11TH	MALE	1	0	0	0	0	0	1	12.50
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	1	0	0	0	0	0	1	12.50
12TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
TAL	MALE	6	2	0	0	0	0	8	100.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	6	2	0	0	0	0	8	100.00

TABLE 8

STUDENTS SUSPENDED 1-3 DAYS
(MAY 1978)

RADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	1	2	0	0	0	0	3	23.08
	FEMALE	4	0	0	0	0	0	4	30.77
	TOTAL	5	2	0	0	0	0	7	53.85
10TH	MALE	4	2	0	0	0	0	6	46.15
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	4	2	0	0	0	0	6	46.15
11TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
12TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
OTAL	MALE	5	4	0	0	0	0	9	69.23
	FEMALE	4	0	0	0	0	0	4	30.77
	TOTAL	9	4	0	0	0	0	13	100.00

TABLE 9

STUDENTS SUSPENDED 4-10 DAYS
(JANUARY 1978)

RADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
10TH	MALE	1	0	0	0	0	0	1	100.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	1	0	0	0	0	0	1	100.00
11TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
12TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
OTAL	MALE	1	0	0	0	0	0	1	100.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	1	0	0	0	0	0	1	100.00

TABLE 10

STUDENTS SUSPENDED 4-10 DAYS
(FEBRUARY 1978)

RADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
10TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
11TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
12TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
TAL	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	100.00

TABLE 11

STUDENTS SUSPENDED 4-10 DAYS
(MARCH 1978)

RADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
10TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
11TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
12TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
TAL	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	100.00

TABLE 12

STUDENTS SUSPENDED 4-10 DAYS
(APRIL 1978)

ADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
0TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
1TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
2TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
TAL	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	100.00

TABLE 13

STUDENTS SUSPENDED 4-10 DAYS
(MAY 1978)

RADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
10TH	MALE	1	3	0	0	0	0	4	75.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	1	3	0	0	0	0	4	75.00
11TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
12TH	MALE	0	1	0	0	0	0	1	25.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	1	0	0	0	0	1	25.00
OTAL	MALE	1	4	0	0	0	0	5	100.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	1	4	0	0	0	0	5	100.00

TABLE 14

STUDENTS SUSPENDED 11 OR MORE DAYS
(JANUARY 1978)

RADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
0TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
1TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
2TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
TAL	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	100.00

TABLE 15

STUDENTS SUSPENDED 11 OR MORE DAYS
(FEBRUARY 1978)

RADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
10TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
11TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
12TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
OTAL	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	100.00

TABLE 16

STUDENTS SUSPENDED 11 OR MORE DAYS
(MARCH 1978)

RADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
10TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
11TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
12TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
OTAL	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	100.00

TABLE 17

STUDENTS SUSPENDED 11 OR MORE DAYS
(APRIL 1978)

RADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
10TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
11TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
12TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
TAL	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	100.00

TABLE 18

STUDENTS SUSPENDED 11 OR MORE DAYS
(MAY 1978)

RADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	0	1	0	0	0	0	1	100.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	1	0	0	0	0	1	100.00
10TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
11TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
12TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
TAL	MALE	0	1	0	0	0	0	1	100.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	1	0	0	0	0	1	100.00

TABLE 19

NUMBER OF DISCIPLINE CASES REPORTED
(JANUARY 1978)

RADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	10	15	0	0	0	0	25	29.41
	FEMALE	6	5	0	0	0	0	11	12.94
	TOTAL	16	20	0	0	0	0	36	42.35
10TH	MALE	20	4	0	0	0	0	24	28.24
	FEMALE	0	1	0	0	0	0	1	1.18
	TOTAL	20	5	0	0	0	0	25	29.41
11TH	MALE	3	7	0	0	0	0	10	11.76
	FEMALE	0	6	0	0	0	0	6	7.06
	TOTAL	3	13	0	0	0	0	16	18.82
12TH	MALE	3	5	0	0	0	0	8	9.41
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	3	5	0	0	0	0	8	9.41
TAL	MALE	36	31	0	0	0	0	67	78.82
	FEMALE	6	12	0	0	0	0	18	21.18
	TOTAL	42	43	0	0	0	0	85	100.00

TABLE 20

NUMBER OF DISCIPLINE CASES REPORTED
(FEBRUARY 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTA
9TH	MALE	6	0	0	0	0	0	6	10.91
	FEMALE	6	2	0	0	0	0	8	14.55
	TOTAL	12	2	0	0	0	0	14	25.46
10TH	MALE	7	4	0	0	0	0	11	20.00
	FEMALE	3	1	0	0	0	0	4	7.27
	TOTAL	10	5	0	0	0	0	15	27.27
11TH	MALE	10	5	0	0	0	0	15	27.27
	FEMALE	4	0	0	0	0	0	4	7.27
	TOTAL	14	5	0	0	0	0	19	34.54
12TH	MALE	4	2	0	0	0	0	6	10.91
	FEMALE	1	0	0	0	0	0	1	1.82
	TOTAL	5	2	0	0	0	0	7	12.73
TOTAL	MALE	27	11	0	0	0	0	38	69.09
	FEMALE	14	3	0	0	0	0	17	30.91
	TOTAL	41	14	0	0	0	0	55	100.00

TABLE 21

NUMBER OF DISCIPLINE CASES REPORTED
(MARCH 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTA
9TH	MALE	12	2	0	0	0	0	14	25.45
	FEMALE	4	1	0	0	0	0	5	9.09
	TOTAL	16	3	0	0	0	0	19	34.55
10TH	MALE	9	5	0	0	0	0	14	25.45
	FEMALE	1	0	0	1	0	0	2	3.64
	TOTAL	10	5	0	1	0	0	16	29.09
11TH	MALE	6	4	0	0	0	0	10	18.18
	FEMALE	0	4	0	0	0	0	4	7.27
	TOTAL	6	8	0	0	0	0	14	25.45
12TH	MALE	3	2	0	0	0	0	5	9.09
	FEMALE	1	0	0	0	0	0	1	1.82
	TOTAL	4	2	0	0	0	0	6	10.91
TOTALS	MALE	30	13	0	0	0	0	43	78.18
	FEMALE	6	5	0	1	0	0	12	21.82
	TOTAL	36	18	0	1	0	0	55	100.00

TABLE 22

NUMBER OF DISCIPLINE CASES REPORTED
(APRIL 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTA
9TH	MALE	12	4	0	0	0	0	16	48.48
	FEMALE	1	1	0	0	0	0	2	6.06
	TOTAL	13	5	0	0	0	0	18	54.55
10TH	MALE	4	2	0	0	0	0	6	18.18
	FEMALE	1	0	0	0	0	0	1	3.03
	TOTAL	5	2	0	0	0	0	7	21.21
11TH	MALE	4	1	0	0	0	0	5	15.15
	FEMALE	0	2	0	0	0	0	2	6.06
	TOTAL	4	3	0	0	0	0	7	21.21
12TH	MALE	1	0	0	0	0	0	1	3.03
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	1	0	0	0	0	0	1	3.03
TOTAL	MALE	21	7	0	0	0	0	28	84.85
	FEMALE	2	3	0	0	0	0	5	15.15
	TOTAL	23	10	0	0	0	0	33	100.00

TABLE 23

NUMBER OF DISCIPLINE CASES REPORTED
(MAY 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTA
9TH	MALE	1	2	0	0	0	0	3	23.08
	FEMALE	4	0	0	0	0	0	4	30.77
	TOTAL	5	2	0	0	0	0	7	53.85
10TH	MALE	4	2	0	0	0	0	6	46.15
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	4	2	0	0	0	0	6	46.15
11TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
12TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
TOTAL	MALE	5	4	0	0	0	0	9	69.23
	FEMALE	4	0	0	0	0	0	4	30.77
	TOTAL	9	4	0	0	0	0	13	100.00

TABLE 24

TOTAL NUMBER OF DISCIPLINE CASES PROCESSED
(JANUARY - MAY 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTA
9TH	MALE	40	23	0	0	0	0	63	26.14
	FEMALE	20	9	0	0	0	0	29	12.03
	TOTAL	60	32	0	0	0	0	92	38.17
10TH	MALE	44	17	0	0	0	0	61	25.31
	FEMALE	5	7	0	1	0	0	13	5.39
	TOTAL	49	24	0	1	0	0	74	30.70
11TH	MALE	21	17	0	0	0	0	38	15.77
	FEMALE	4	12	0	0	0	0	16	6.63
	TOTAL	25	29	0	0	0	0	54	22.40
12TH	MALE	10	9	0	0	0	0	19	7.88
	FEMALE	2	0	0	0	0	0	2	.83
	TOTAL	12	9	0	0	0	0	21	8.71
TOTAL	MALE	115	66	0	0	0	0	181	75.10
	FEMALE	31	28	0	1	0	0	60	34.90
	TOTAL	146	94	0	1	0	0	241	100.00

APPENDIX B

Student Inventory of Guidance Awareness and Results

SEAFORD SENIOR HIGH SCHOOL
SEAFORD, DELAWARE

STUDENT INVENTORY OF GUIDANCE AWARENESS

We at Seaford Senior High School would like to discover the extent to which your are familiar with the guidance services offered in our school. By knowing how you feel about this phase of our school program, we shall be better able to initiate changes in the areas which you indicate. Will you please respond as frankly and honestly as you are able.

DO NOT PLACE YOUR NAME ON THIS INVENTORY.

MALE _____ FEMALE _____ GRADE _____

Directions: Will you please check (x) Yes or No to indicate your feelings about each question. If you feel that you cannot give a definite Yes or No answer, will you please check (x) in the space marked (?).

___Yes___No___? 1. Does your school help you to consider information about yourself as it relates to your future educational and vocational plans?

___Yes___No___? 2. Have you been encouraged to investigate the personal and educational requirements for occupations you have considered?

___Yes___No___? 3. Have you had conferences with some one on your school staff concerning your educational and vocational plans?

___Yes___No___? 4. Does the school inform your parents of your standardized test results?

___Yes___No___? 5. If you had a personal problem, would you feel free to discuss it with someone on your school staff?

___Yes___No___? 6. Does your school help you to understand the meaning of your standardized test scores? (Examples: school ability, achievement and aptitute)

___Yes___No___? 7. Do you have access to the information you want and need to know about the various occupations you have considered?

___Yes___No___? 8. Do you know which member of your school staff is your school counselor?

___Yes___No?__ 9. Is opportunity provided in your school for groups of students to discuss and understand their attitudes?

___Yes___No?__10. Has your school counselor talked with you about your future educational and vocational plans?

___Yes___No?__11. Has your school provided your parents an opportunity to discuss your educational plans?

___Yes___No?__12. Do you have access to the information you want and need about colleges and other schools which offer post-high school education?

___Yes___No?__13. When you entered high school, were you helped to learn about your new school and how to get along in it?

___Yes___No?__14. Have you had an opportunity to discuss with your school counselor various approaches to solving problems with which you have been faced?

___Yes___No?__15. Are you thinking about or planning what you are going to do when you finish high school?

___Yes___No?__16. Has your school provided the opportunity for you to learn to present information about your abilities, training, characteristics, and experience to employers in a convincing manner?

___Yes___No?__17. Have your parents ever talked with your school counselor?

___Yes___No?__18. Have you been helped to plan the subjects and activities you need and want to take while you are in high school?

___Yes___No?__19. Were you helped to become familiar with the employment possibilities in your community and the surrounding areas?

___Yes___No?__20. Can you talk about your real feelings about things with your school counselor?

___Yes___No?__21. Do your teachers discuss the various occupations which are related to the subjects taught by them?

___Yes___No?__22. Do you know where your school counselor's office is located?

___Yes___No?__23. Have you been helped to decide if you have the ability to succeed in college?

___Yes___No?__24. Does your school use film-strips, films, pamphlets, books, etc., to help you understand problems of personal and social development?

___Yes___No?__25. Have your ability and achievement test results been helpful to you in your educational and vocational planning?

___Yes___No?__26. Have you received any help from your school in the improvement of your study skills and habits?

___Yes___No?__27. Have you had an opportunity to participate in group discussions about the concerns of high school students?

___Yes___No?__28. Has your school counselor discussed your ability and achievement test results with you individually?

___Yes___No?__29. Were you helped before the ninth grade to plan your high school program of courses?

___Yes___No?__30. Has your school provided opportunities for you to grow in your ability to make realistic plans for yourself?

___Yes___No?__31. Has a counselor or a teacher helped you to examine your abilities, personality traits and interests as they may pertain to your future plans?

___Yes___No?__32. Have you been satisfied with the course selections which you have made?

___Yes___No?__33. Do you feel that your school experiences have provided you with opportunities to develop self-reliance?

RESULTS

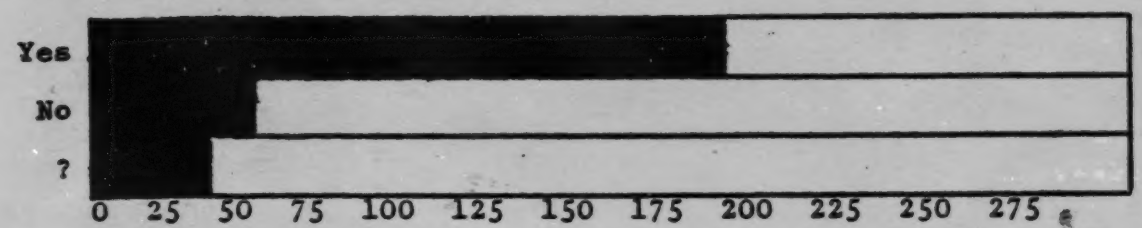
Student Inventory of Guidance Awareness

TABLE 23

QUESTION:

1. Does your school help you to consider information about yourself as it relates to your future educational and vocational plans?

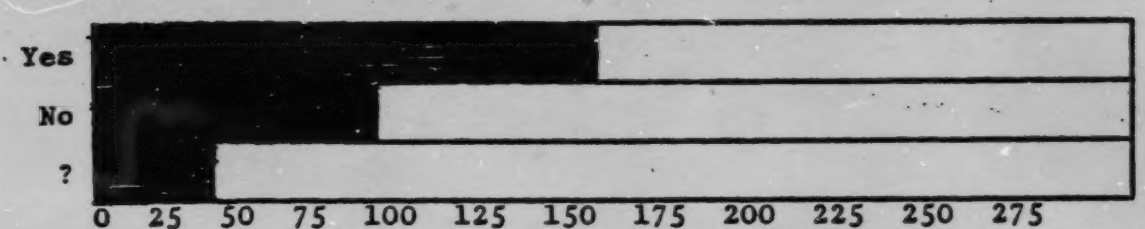
ANSWER:



QUESTION:

2. Have you been encouraged to investigate the personal and educational requirements for occupations you have considered?

ANSWER:



QUESTION:

3. Have you had conferences with someone on your school staff concerning your educational and vocational plans?

ANSWER:

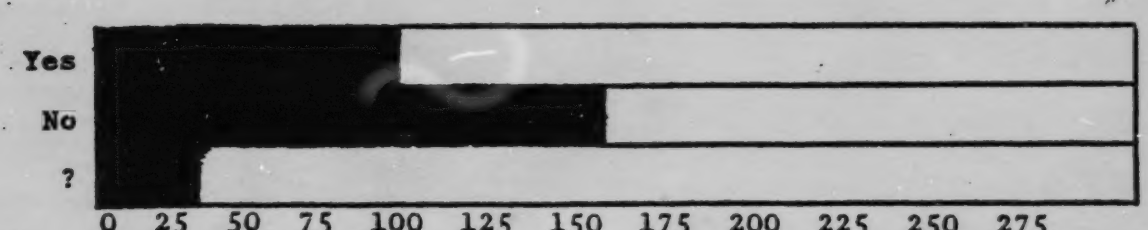
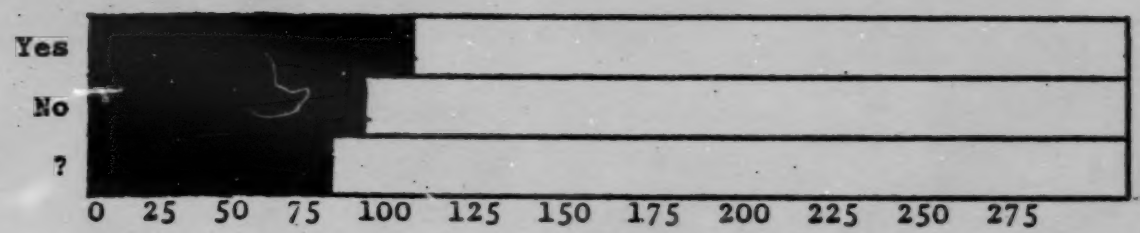


TABLE 23 Contd.

QUESTION:

4. Does the school inform your parents of your standardized test results?

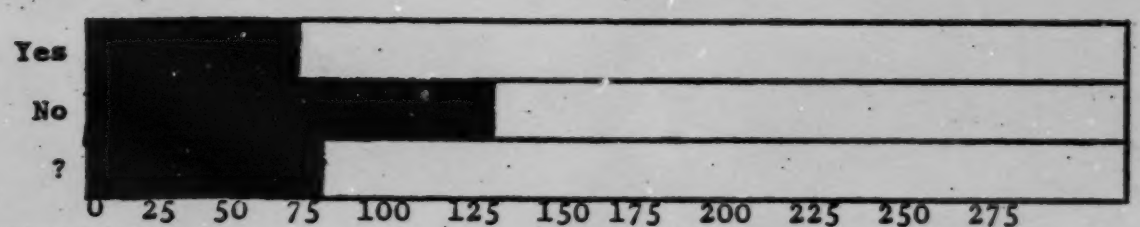
ANSWER:



QUESTION:

5. If you had a personal problem, would you feel free to discuss it with someone on your school staff?

ANSWER:



QUESTION:

6. Does your school help you to understand the meaning of your standardized test scores? (Examples: school ability, achievement, and aptitude).

ANSWER:

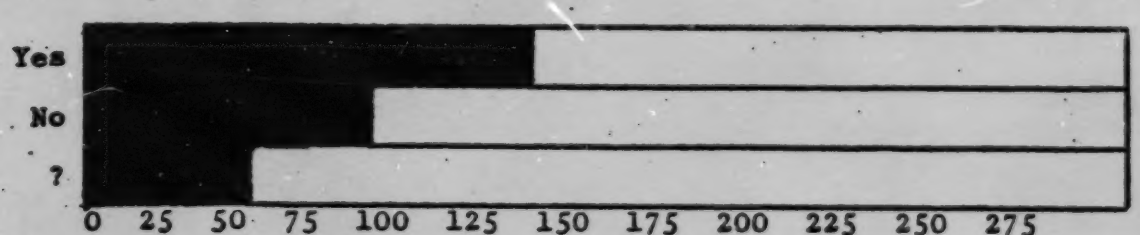
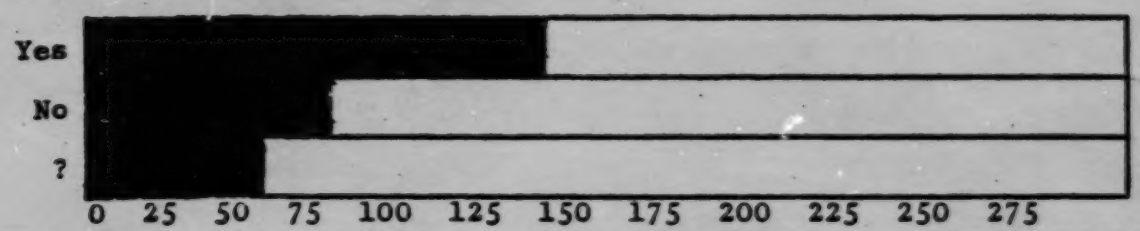


TABLE 23 Contd.

QUESTION:

7. Do you have access to the information you want and need to know about the various occupations you have considered?

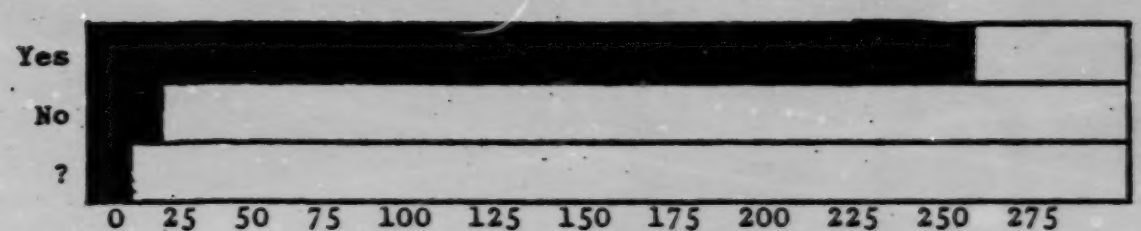
ANSWER:



QUESTION:

8. Do you know which member of your school staff is your school counselor?

ANSWER:



QUESTION:

9. Is opportunity provided in your school for groups of students to discuss and understand their attitudes?

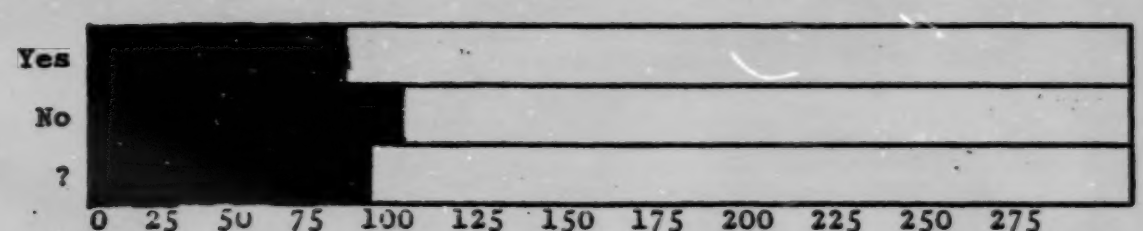
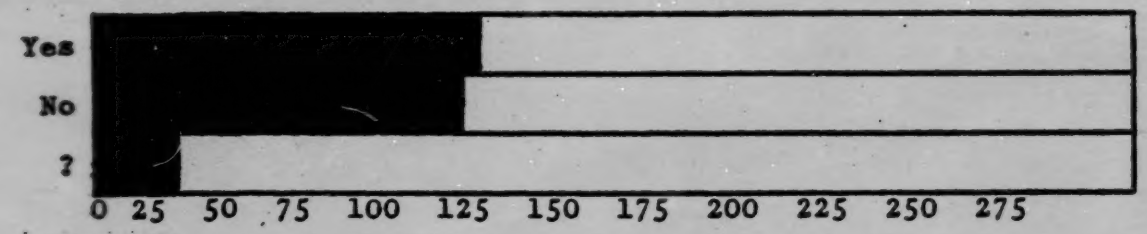


TABLE 23 Contd.

QUESTION:

10. Has your school counselor talked with you about your future educational and vocational plans?

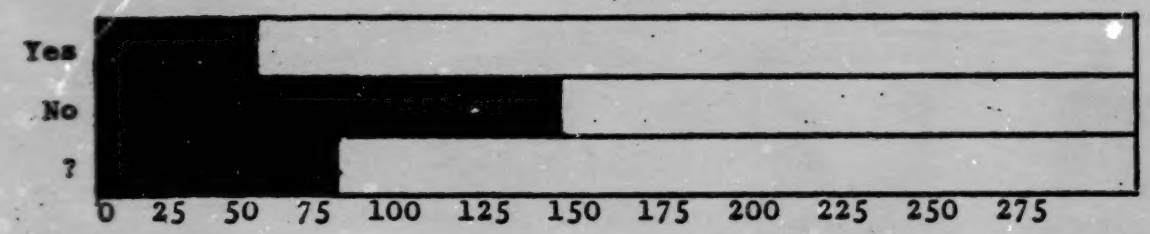
ANSWER:



QUESTION:

11. Has your school provided your parents an opportunity to discuss your educational plans?

ANSWER:



QUESTION:

12. Do you have access to the information you want and need about colleges and other schools which offer post high school education?

ANSWER:

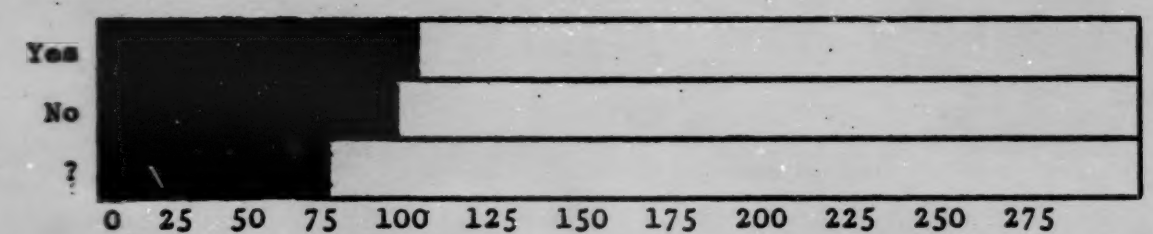
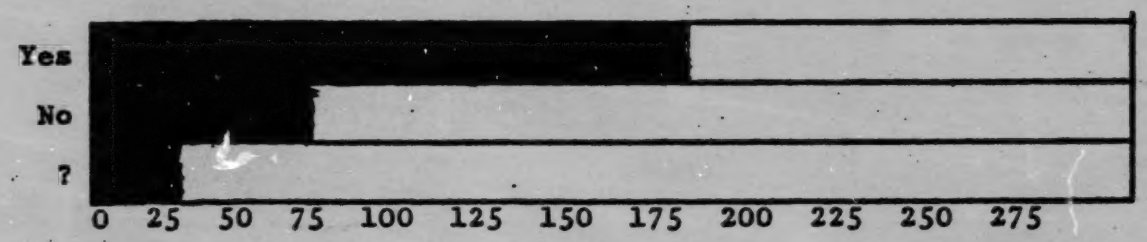


TABLE 23 Contd.

QUESTION:

13. When you entered high school, were you helped to learn about your new school and how to get along in it?

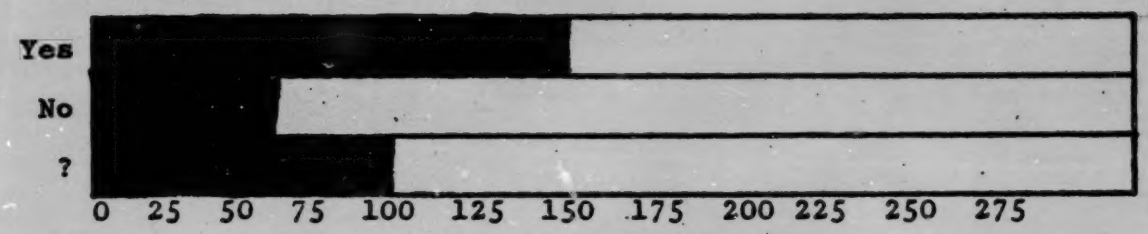
ANSWER:



QUESTION:

14. Have you had an opportunity to discuss with your school counselor various approaches to solving problems with which you have been faced?

ANSWER:



QUESTION:

15. Are you thinking about or planning what you are going to do when you finish high school?

ANSWER:

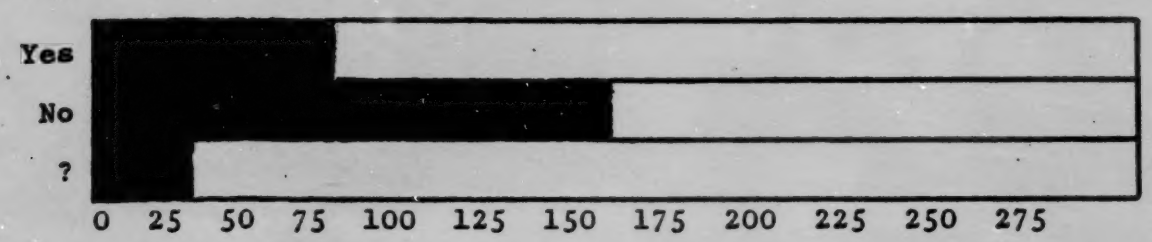
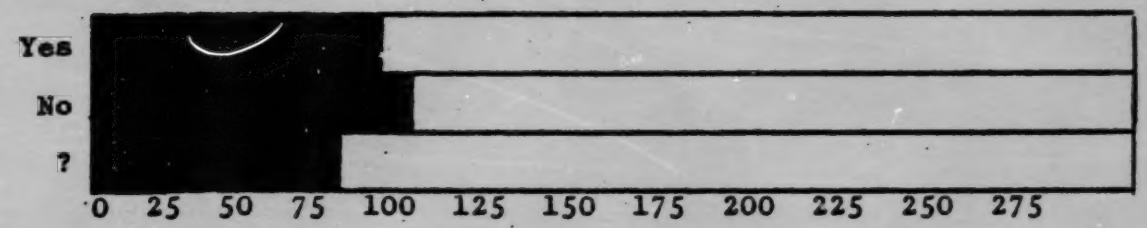


TABLE 23 Contd.

QUESTION:

16. Has your school provided the opportunity for you to learn to present information about your abilities, training, characteristics, and experience to employers in a convincing manner?

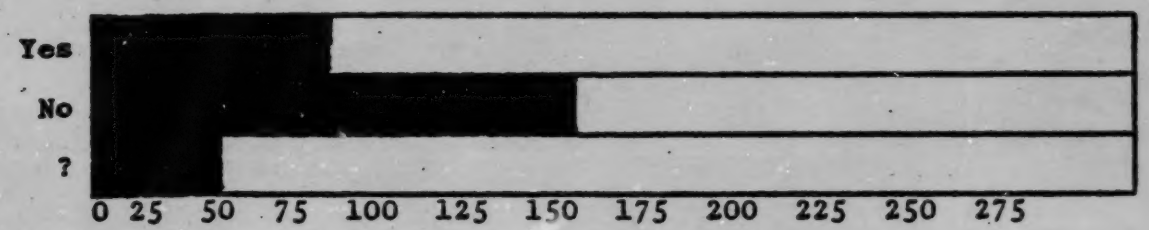
ANSWER:



QUESTION:

17. Have your parents ever talked with your school counselor?

ANSWER:



QUESTION:

18. Have you been helped to plan the subjects and activities you need and want to take while you are in high school?

ANSWER:

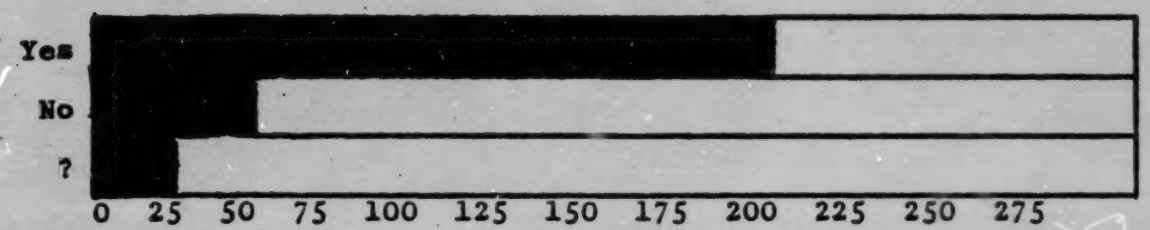
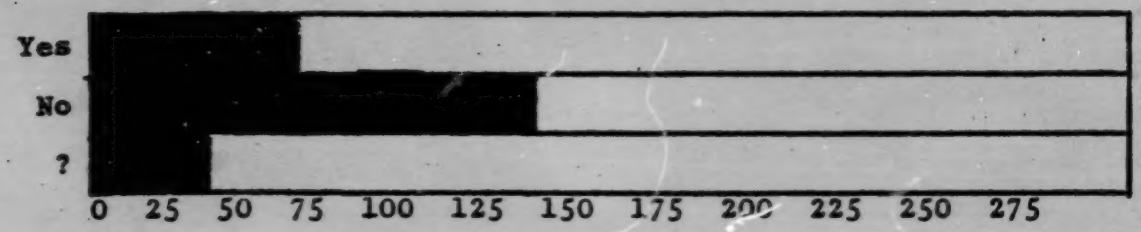


TABLE 23 Contd.

QUESTION:

19. Were you helped to become familiar with the employment possibilities in your community and the surrounding areas?

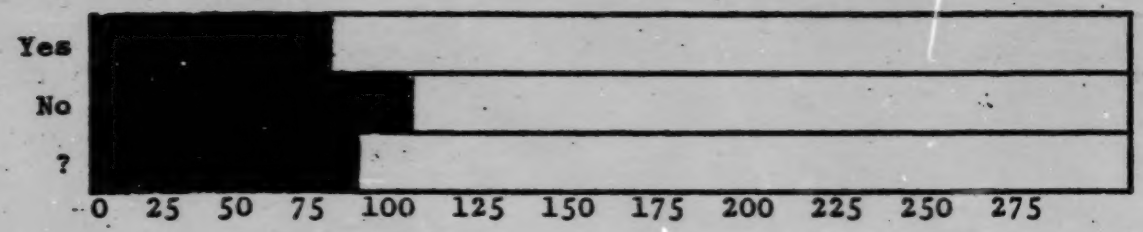
ANSWER:



QUESTION:

20. Can you talk about your real feelings about things with your school counselor?

ANSWER:



QUESTION:

21. Do your teachers discuss the various occupations which are related to the subjects taught by them?

ANSWER:

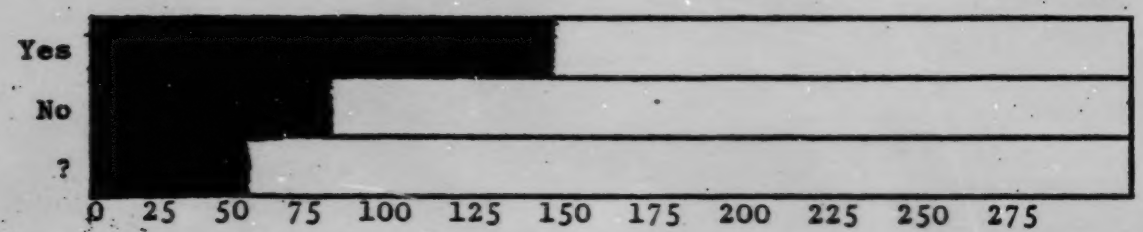
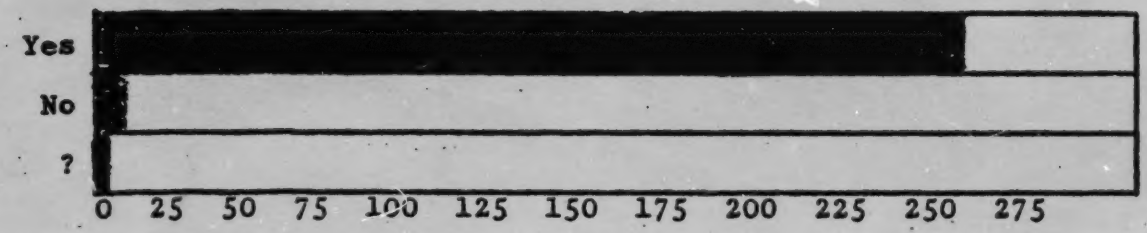


TABLE 23 Contd.

QUESTION:

22. Do you know where your school counselor's office is located?

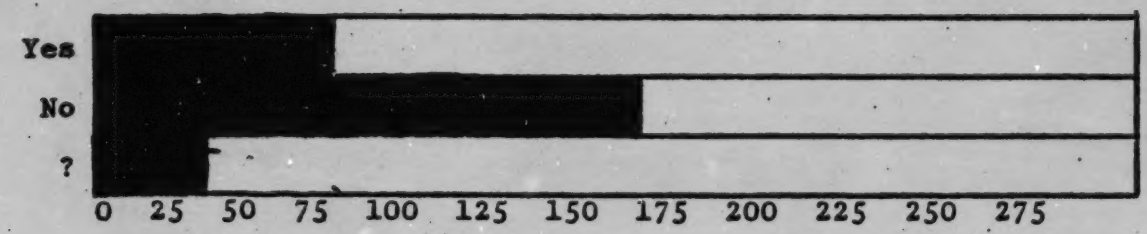
ANSWER:



QUESTION:

23. Have you been helped to decide if you have the ability to succeed in college?

ANSWER:



QUESTION:

24. Does your school use film strips, films, pamphlets, books, etc., to help you understand problems of personal and social development?

ANSWER:

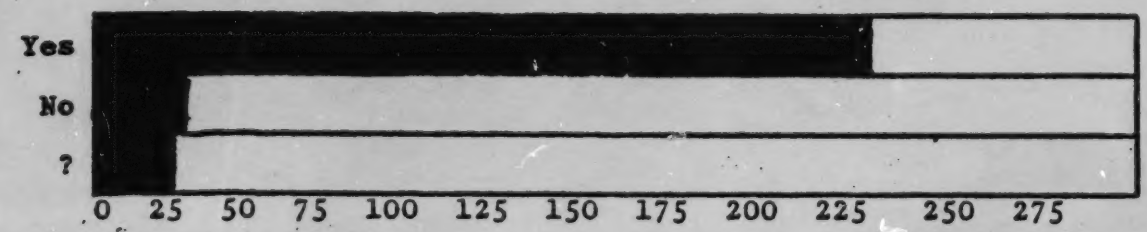
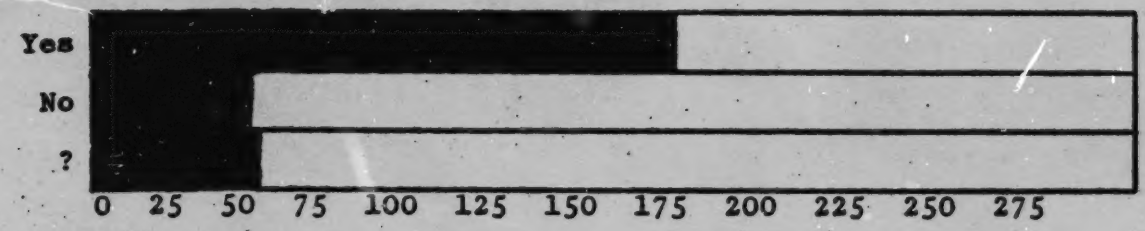


TABLE 23 Contd.

QUESTION:

25. Have your ability and achievement test results been helpful to you in your educational and vocational planning?

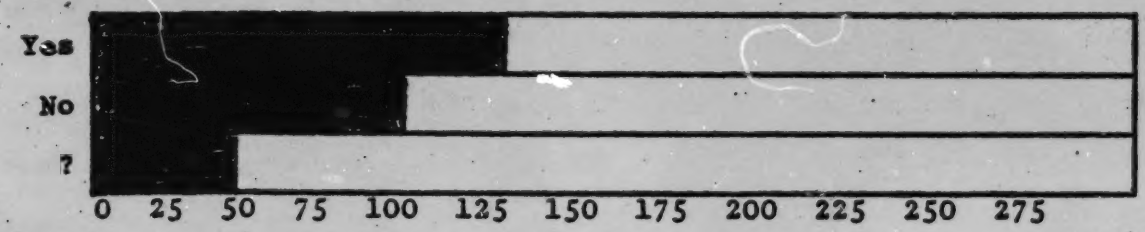
ANSWER:



QUESTION:

26. Have you received any help from your school in the improvement of your study skills and habits?

ANSWER:



QUESTION:

27. Have you had an opportunity to participate in group discussions about the concerns of high school students?

ANSWER:

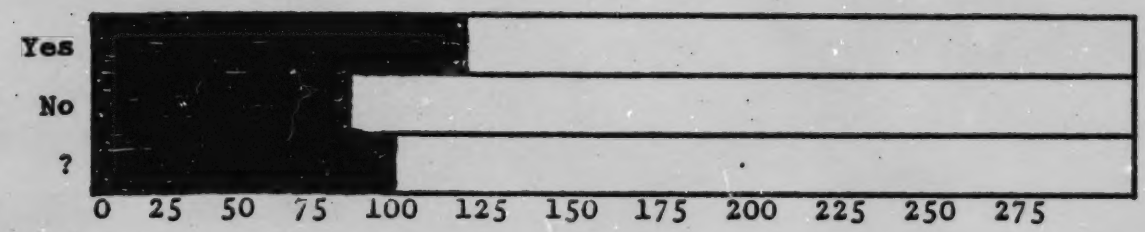
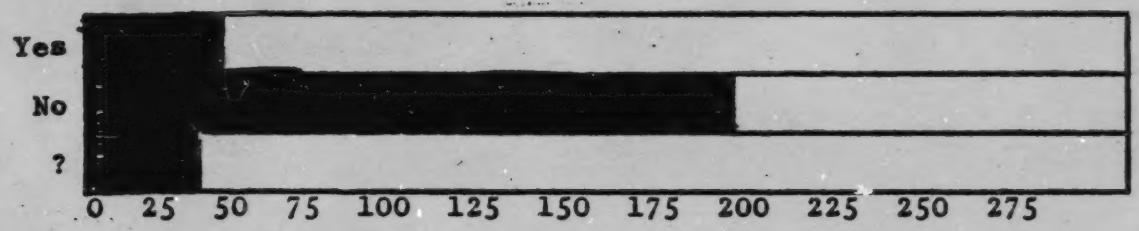


TABLE 23 Contd.

QUESTION:

28. Has your school counselor discussed your ability and achievement test results with you individually?

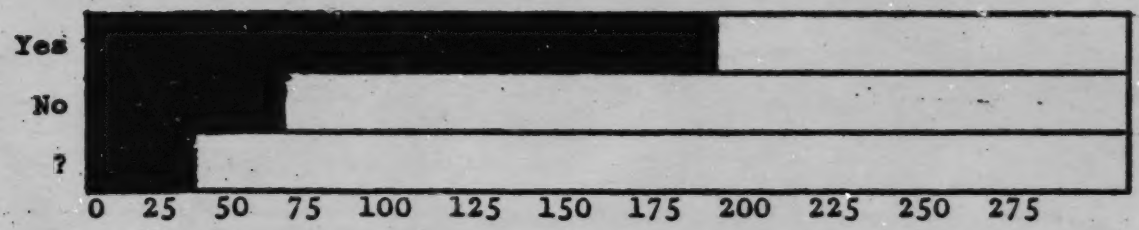
ANSWER:



QUESTION:

29. Were you helped before the ninth grade to plan your high school program of courses?

ANSWER:



QUESTION:

30. Has your school provided opportunities for you to grow in your ability to make realistic plans for yourself?

ANSWER:

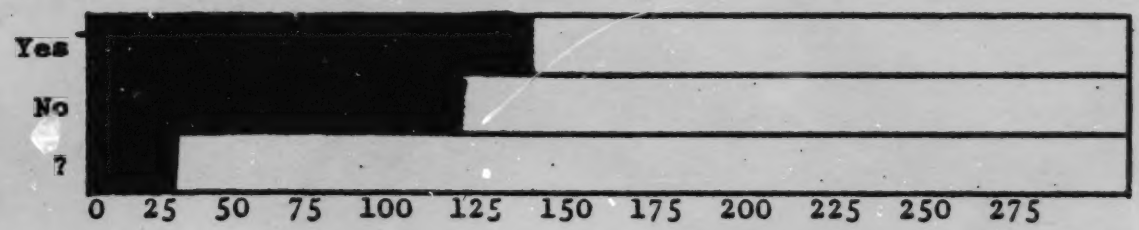
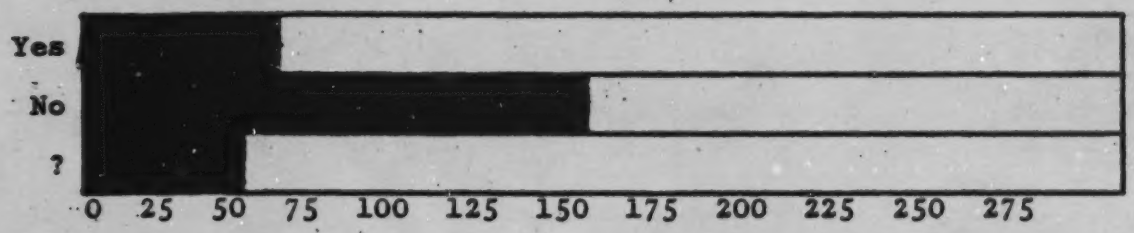


TABLE 23 Contd.

QUESTION:

31. Has a counselor or a teacher helped you to examine your abilities, personality traits and interests as they may pertain to your future plans?

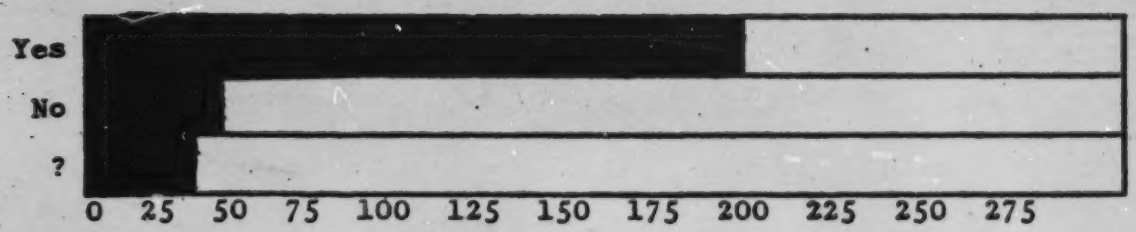
ANSWER:



QUESTION:

32. Have you been satisfied with the course selections which you have made?

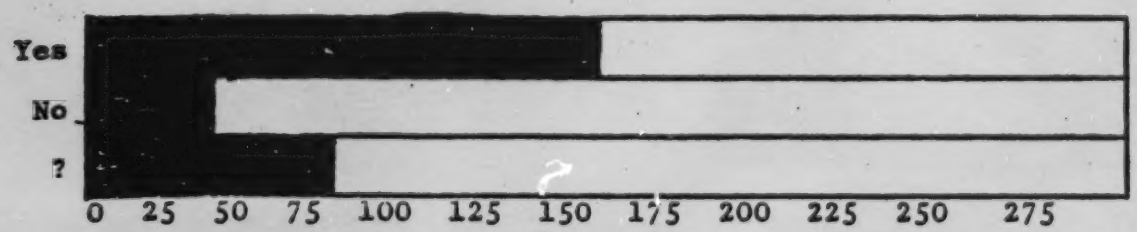
ANSWER:



QUESTION:

33. Do you feel that your school experiences have provided you with opportunities to develop self reliance?

ANSWER:



APPENDIX C

Notification of Disciplinary Action

SEAFORD SENIOR HIGH SCHOOL
Seaford, Delaware
NOTIFICATION OF DISCIPLINARY ACTION

STUDENT INFORMATION

Case Number	Last Name	First Name	MI	Grade/Section
1 9	10 24	25 33	34	35 36

DATE - MO 37 38 DY 39 40 YR 41 42

SEX 1.____MALE 2.____FEMALE

RACE 1.____WHITE 3.____HEX-AM 5.____ORIENTAL
2.____BLACK 4.____AM-IND 6.____OTHER

Student's Address_____
Student's Home Phone_____
Parent's Business Phone_____

DISCIPLINARY REASONS

___01 Cutting Class
___02 Tardy to Class
___03 Truancy
___04 Disobedience
___05 Profanity
___06 Fighting
___07 Stealing
___08 Vandalism
___09 Violation of Smoking Rules
___10 Drinking Alcohol
___11 Possession of Drugs Or Alcohol
___12 Under Influence of Drugs or Alcohol
___13 Indecent Exposure
___14 Physical Attack
___15 Throwing Objects
___16 Gambling
___17 Failing to Serve A Detention
___18 Assault on a Staff Member
___19 Attendance
___20 Destroying School Property
___21 Leaving School without Permission
___22 Bus Disruption
___23 Possession of Illegal Weapon
___24 Tardiness to School
___25 Class Disruption
___26 Taking Money (Extortion)
___27 Defiance of a Legal and Reasonable Request
___28 Offensive Touching
___29 Threatening a Staff Member
___30 Unauthorized Assembly or Gathering
___31 Causing Disturbance in the Hallway
___32 Forgery
___33 Continuous Disruption
___34 Failure to be in assigned location
___35 Cafeteria Disruption
___36 Throwing Food
___37 Verbal Abuse of School Personnel
___38 Other
___39

ADDITIONAL INFORMATION_____

SUSPENDED BY 1.___Principal 2.___Assistant Principal 3.___VTC 4.___Other
PADDLED BY_____
MO 51 52 DY 53 54 YR 55 56

Is Student Suspended Pending Parent Conference? 1.___YES 2.___NO
Days Suspended_____ (59 60)
Date to Return_____

REFERRING TEACHER NO._____ (61 63)

DISCIPLINARY ACTIONS:

___01 Advised to pay damages
___02 Arranged Student/Teacher Conference
___03 Arranged Teacher/Parent Conference
___04 Warned
___05 Assigned detentions--Before or after school
___06 Assigned to Clean-up Activity
___07 Called parent
___08 Called parent to pick up student
___09 Referred to police
___10 Called Youth Action or Community Guidance Center
___11 Called some other agency
___12 Counseled with Student
___13 Corporal punishment used
___14 No action taken
___15 Referred to Guidance Counselor
___16 Referred for Psychological Study
___17 Requested parental Conference
___18 Requested "Third Party Hearing"
___19 Suspended from School
___20 Referred to Juvenile Authorities
___21 In-School Suspension
___22 Other
___23

LOCATION OF INCIDENT

CLASSROOM #	HALL	PARKING LOT	REST ROOM	CAFETERIA	OTHER
70 72	73 74	75 76	77 78	79	80

Dear

We regret to inform you that it has been necessary to suspend your son/daughter for the reason(s) marked above.

He/She may return to school_____

Meanwhile, it should be noted that the Seaford School District is dedicated to helping every student become successful. It is our policy and practice to work closely with each student to determine and provide the program he/she needs to be a success. Obviously, suspensions do not contribute to this goal. Consequently, we are hopeful that you will discuss the seriousness of this action with him/her. We would also welcome a review of the reasons for this suspension with you and your son/daughter. Please call_____at _____for an appointment.

We appreciate your understanding in this matter, and look forward to working with you in the best interests of your son/daughter. Please note that students who return to the school campus or building (except by appointment) while under suspension may be charged with Loitering - a violation of State Law.

Comments_____

White Copy - Administration
Canary - Parent
Pink - Data Processing

Name_____
Title_____

APPENDIX D

Committee on Referral and Evaluation

C.O.R.E.

C.O.R.E.

Date _____

STUDENT EVALUATION REQUEST

I am requesting that an evaluation be conducted on:

NAME _____ GRADE _____

AGE _____ DATE OF BIRTH _____

Reason for referral:

Check the following if applicable:

_____ reading problem

_____ personal cleanliness problem

_____ seems to have personal or emotional problems which appear to be affecting his progress in school

_____ attendance problem

_____ need for medical help

_____ need for psychological help

_____ nutritional problems

_____ financial problems

_____ other (define)

_____
Signature of person making referral

C.O.R.E.

Date _____

GUIDANCE INTERVIEW

STUDENT NAME _____ GRADE _____

AGE _____ DATE OF BIRTH _____

A. Student-family relationship:

B. Student-teacher relationship:

C. Student-peer group relationship:

D. Progress in school:

E. Special problems:

_____
Submitted by

AUTHORIZATION FOR THE CONVENING OF C.O.R.E.

I have reviewed the request for C.O.R.E. on _____ _____ and authorize the convening of C.O.R.E. The administrator appointed to serve on this committee is _____.

General comments, Deadlines, and Special Procedures:

_____
Principal

C.O.R.E.

STUDENT OBSERVATION FORM

NAME OF STUDENT _____ DATE _____

OBSERVER _____ TEACHER _____

SUBJECT _____

COMMENTS:

C.O.R.E.

Date _____

C.O.R.E. HOME VISITATION REPORT

NAME _____

ADDRESS _____ TELEPHONE NO. _____

_____

A. Family composition:

B. Family Size:

C. Rank in family:

D. Economic level:

E. Family's attitude toward the individual concerned:

F. Family's attitude toward school:

G. General observations:

_____
Submitted By

C.O.R.E.

STUDENT BEHAVIOR RATING FORM (BRF)

NAME _____ DATE _____

1. Does this student adapt easily to new situations, feel comfortable in new settings, enter easily into new activities?

___ always (5) ___ usually (4) ___ sometimes (3) ___ seldom (2) ___ never (1)

2. Does this student hesitate to express his opinions, as evidenced by extreme caution, failure to contribute, or a subdued manner in speaking situations?

___ always (5) ___ usually (4) ___ sometimes (3) ___ seldom (2) ___ never (1)

3. Does this student become upset by failures or other strong stresses as evidenced by such behaviors as pouting, whining, or withdrawing?

___ always (5) ___ usually (4) ___ sometimes (3) ___ seldom (2) ___ never (1)

4. How often is this student chosen for activities by his classmates? Is his companionship sought for and valued?

___ always (5) ___ usually (4) ___ sometimes (3) ___ seldom (2) ___ never (1)

5. Does this student become alarmed or frightened easily? Does he become very restless or jittery when procedures are changed, exams are scheduled or strange individuals are in the room?

___ always (5) ___ usually (4) ___ sometimes (3) ___ seldom (2) ___ never (1)

6. Does this student seek much support and reassurance from his peers or the teacher, as evidenced by seeking their nearness or frequent inquiries as to whether he is doing well?

___ always (5) ___ usually (4) ___ sometimes (3) ___ seldom (2) ___ never (1)

7. When this student is disciplined or criticized, does he become either very aggressive or very sullen and withdrawn?

___ always (5) ___ usually (4) ___ sometimes (3) ___ seldom (2) ___ never (1)

8. Does this student deprecate his school work, grades, activities, and work products? Does he indicate he is not doing as well as expected?

___ always (5) ___ usually (4) ___ sometimes (3) ___ seldom (2) ___ never (1)

9. To what extent does this student show a sense of self-esteem, self-respect, and appreciation of his own worthiness?

___ always (5) ___ usually (4) ___ sometimes (3) ___ seldom (2) ___ never (1)

10. Does this student publicly brag or boast about his exploits?

___ always (5) ___ usually (4) ___ sometimes (3) ___ seldom (2) ___ never (1)

11. Does this student attempt to dominate or bully other students?

___ always (5) ___ usually (4) ___ sometimes (3) ___ seldom (2) ___ never (1)

12. Does this student continually seek attention, as evidenced by such behaviors as speaking out of turn and making unnecessary noises?

___ always (5) ___ usually (4) ___ sometimes (3) ___ seldom (2) ___ never (1)

General Comments:

SUBMITTED BY _____

DATE _____

C.O.R.E. FINDINGS AND PRESCRIPTION

NAME OF STUDENT _____

FINDINGS:

1.

2.

3.

4.

5.

PRESCRIPTION:

I have reviewed the C.O.R.E. evaluation and recommend the the prescription _____.

_____
Principal's Signature

_____
Date

APPENDIX E

Mini-Term Substance Abuse

SUBSTANCE ABUSE SEMINAR

SEAFORD SENIOR HIGH

DECEMBER 21, 1978

I. INTOXICATING SUBSTANCES (Discussion)

A. Define - Students' perspective of drugs.

B. Drugs and drug related problems specifically experienced by adolescents.

C. How can adults be better informed and less judgemental.

D. Explain drug counseling programs and Turn About in general.

II. WHY GET INTO USING DRUGS

A. Peer pressure - change to positive peer pressure.

B. Self-esteem.

C. Other problems that lead to abuse.

III. FILM - "GUIDANCE FOR THE 70'S" (Relationship of Self-Esteem and abuse - 18 minutes)

A. Discussion following film.

B. Pamphlets distributed (Drug Abuse Prevention For You and Your Friends)

IV. EVALUATION (Written Anonymously)

A. Have you learned anything new? Specify.

B. Would you like more information?

C. Would you be more comfortable referring yourself or others for counseling after this experience?

SUBSTANCE ABUSE AWARENESS EVALUATION

1. Did you learn anything new from this program? YES - NO

2. Was the information presented factual and taught without preaching?

   YES - NO

3. Was this program worth the time allotted for it during your health class?

   YES - NO

4. Do you feel this program should be a permanent part of the Health Course here at Seaford Senior High School?

   YES - NO

5. What changes should or could be made to improve this mini-program for future presentations?

FILM INVENTORY

ALCOHOLISM

Alcoholism: The Bottom Line - Fair. Reasons for poor job performance by alcoholics and how unqualified most supervisors are to cope and diagnose problem. 29 minutes.

Disease Called Alcoholism - Fair. Physical and psychological aspects of alcoholism. Narrated by an MD. Gives good technical information. 30 minutes.

Father Martin's Guidelines - Excellent. For use in understanding the disease alcoholism. 45 minutes.

The Secret Love of Sandra Blain - Good.

New Life Of Sandra Blain - Very good. These two films trace the life of Sandra through her bout with alcoholism. The second film covers her recovery and relapse and second recovery. They can be used independently. 30 minutes each.

The Alcoholism Film - Good. How do you know if you are an alcoholic? A test is given. 20 minutes.

To Your Health - Fair. Informational film on alcoholism as an illness. Medical and social remedies. 8 minutes.

American On The Rocks - Good. How alcoholism begins and its effects. 15 minutes.

Living Sober: The Class of '76 - Good. Recovering alcoholics from all walks of life tell about how they became alcoholics and their feelings about being sober. 25 minutes.

What's Your Excuse? - Fair. Poor sound quality. Juxtaposes the plausible with the exaggerated. The personal excuse is shown for what it is - an excuse. 6 minutes.

DRUGS

Getting In Focus - Good. New approaches to prevention of drug abuse. Compares old scare tactics with new emphasis on communications, caring and sharing. 9 minutes.

The Drug Scene - Good. Why young people get into drugs as told by ex-addicts. Offers better ways to turn on. 16 minutes.

DRUGS - Cont'd

Drugs: Facts Everyone Needs to Know - Good. A factual explanation of a variety of drugs. Provides reasons why people use drugs and offers discussion questions. 29 minutes.

LSD: Insights or Insanity - Good. Tells of facts about LSD. 25 minutes.

Drug Abuse - One Town's Answer - Good. Story of Awareness House established through the cooperation of parents, police and schools. 22 minutes.

ALCOHOL AND DRUGS

Boozers and Users - Good. Why people do drugs and alcohol. Motives for use. Discusses rehabilitation. 26 minutes.

99 Bottles of Beer - Good. Personal stories of several teenagers; how they got involved with drugs and alcohol; how they got help. 23 minutes.

Almost Everyone Does - Very Good. Shows how drug and alcohol use is not just a teenage problem. Talks about bad feelings and how to cope with them. 14 minutes.

Psychoactive - Excellent. Explanation of all varieties of drugs (alcohol included) and effects on body and mind. Very contemporary. 30 minutes.

Alcohol, Drugs Or Alternatives - Excellent. Deals with the need for positive self image as an alternative to drug and alcohol abuse. 25 minutes.

Drugs, Drinking and Driving - Fair. Shows combined effects of fatigue and drugs on ability to drive. Also shows how combinations of drugs and alcohol can severely impair judgement. 15 minutes.

Tempted - Good. Discussion starter. Young boy sees family and others taking drugs. He finds some mj and wonders whether to try it. 6 minutes.

PREVENTION AND ALTERNATIVES

The Search For Alternative Lifestyles and Philosophies - Fair. Shows a few alternatives. 20 minutes.

PREVENTION AND ALTERNATIVES - Cont'd

Almost Everyone Does - (See Alcohol and Drugs Sections)

Alcohol, Drugs or Alternatives - (See Alcohol and Drugs Section)

FEELINGS AND SELF ESTEEM

Holy Smoke - Poor. Animated film; possible discussion starter on the negatives found in drug information. Happily ever after ending. 8 minutes.

Almost Everyone Does - (See Alcohol and Drugs Section)

Alcohol Drugs Or Alternatives - (See Alcohol and Drugs Section)

Insights - Excellent. Complete with music, movement dialogue and drama. The film shows the need to feel self worth. It is good to be alive. 20 minutes.

Guidance For the 70's - Self Esteem - Very Good. Questions teenagers on how they see themselves. Discusses feelings about self acceptance. 18 minutes.

TEENAGE DRINKING

Cheers - Fair. Teenage drinking, peer pressure and parental attitudes. 4 minutes 20 seconds.

All Bottled Up - Fair. Teenagers with alcoholic parents have problems but needn't use it as an excuse to drink themselves. 11 minutes.

WOMEN AND DRINKING

Everyone A Winner - Good. Discussion starter about family conflicts that lead to misunderstanding. 3 minutes 27 seconds.

The Secret Love of Sandra Blain - (See Alcoholism Section)

New Life of Sandra Blain - (See Alcoholism Section)

EMPLOYER/EMPLOYEE RELATIONSHIPS

You Can't Just Hope - Fair. Shows how a company can help employees with drinking problems. 15 minutes.

We Don't Want To Lose You - Good. An employee comes in to work late and drunk. Supervisors react. 18 minutes.

EMPLOYER/EMPLOYEE RELATIONSHIPS - Cont'd

The Dryden File - Good. An employer's attempt to deal with poor job performance. 27 minutes.

Alcoholism: The Bottom Line - (See Alcoholism Section)

COUNSELING

Father Martin's Chalk Talk on Counseling - Excellent. Father Martin lectures on counseling the alcoholic. 30 minutes.

After Hours - Fair. Discussion starter. Problems of a helping agency and its clients. 3 minutes 20 seconds.

DECISION-MAKING

I Think - Excellent. Good discussion starter. Emphasizes pressures put on a 10 year old by family and peers. Must make own decision. 19 minutes.

Joey & Me - Fair. Good discussion starter. Cartoon story of two boys. A friendship helps one boy recognize it's OK to be unique. 9 minutes.

COMMUNITY ACTION

Drug Abuse - One Town's Answer - (See Drug Section)

GENERATION GAP

Is It Always Right To Be Right? - Poor. Cartoon of a land where the old think they are right and the young think they are right. They discover they need each other. 8 minutes.

OTHER

Prime Of Life - Fair. Discussion starter. A salesman has problems at work, effects upon family. 2 minutes 6 seconds.

Trigger Films For Alcohol Education - Poor. Series of short discussion starters. For clarifying values regarding drinking. 10 minutes.

SUPPLEMENTAL FILM LIST

Easy Way Out - Good. Discussion starter for the easy way in life is not always the best. Maybe you have to struggle a little to be a success. 8 minutes.

A Better Place To Stand - Excellent. A Virginia satire film. Story of a middle-aged couple on their way to a marriage counselor arguing and playing games. Finally they sort out why they are doing this. 30 minutes.

An Introduction To The National Clearinghouse For Alcohol Information - We have two (2) introductory films which anyone may view. They are approximately 15 minutes in length. Each film is the title film explaining five (5) films in each packet with literature. If interested, it is up to the users to purchase. The films include alcohol research, education and reasons why people drink.

QUESTIONNAIRE

This is a confidential questionnaire. It is to let us know your questions about drug abuse. Do Not Sign Your Name. Please check appropriate boxes.

1. Do you feel that there is a drug problem in Seaford?
   - Yes
   - No

2. What do you feel is the most abused drug in Seaford? (Other than alcohol)
   - Amphetamines
   - Barbiturates
   - Marijuana
   - LSD
   - Heroin
   - Other

3. Out of 100 students, how many do you think have experimented in the use of drugs?
   - 2-20
   - 20-40
   - 40-60
   - 60-80
   - 80-100

4. Why do you think people abuse drugs?
   - Because their friends do it
   - To get rid of problems
   - To get through the rough days
   - Because they want to
   - Other _____

5. Do you think Marijuana should be legalized?
   - Yes
   - No

6. Do you feel the enforcement of all drug violations by the police are:
   - Too strict
   - As strict as they should be
   - About as well as can be expected
   - Not strict enough

7. How would you rate your and your family's social and economic situation?
   - Very high
   - High
   - Medium
   - Low

8. Do you feel you have found out enough about drug abuse to make up your own mind on whether or not you want to use drugs?
   - Yes
   - No

9. What concerns you most about using any abused drug for your personal use?
   - That it will harm your body
   - That you might be caught and arrested
   - That your parents might find out
   - That you might depend on the drug too much

10. Do you feel that there is a problem with drugs as far as sale, abuse and possession in school?
    - Yes
    - No

PRE AND POST ALCOHOL QUIZ

		Individual Answer		Team Answer	
1.	Alcohol is correctly classified as a drug.	T	F	T	F
2.	The incidence of teenage drinking increases each year.	T	F	T	F
3.	Alcohol has no nutritional value.	T	F	T	F
4.	The "morning-after" headache from alcohol can be avoided by eating high levels of carbohydrates the night before.	T	F	T	F
5.	One becomes intoxicated faster on rum or gin than on bourbon.	T	F	T	F
6.	One cocktail is not likely to greatly impair driving skill.	T	F	T	F
7.	Blood alcohol level of .10% or above is considered legal intoxication in Delaware.	T	F	T	F
8.	Most people who drink alcohol in beverages do so moderately.	T	F	T	F
9.	At moderate amounts, the effects of alcohol are determined more by personal and social factors than by the alcohol itself.	T	F	T	F
10.	The single most important factor in alcohol use by young people is permissiveness of parents and teachers.	T	F	T	F
11.	An understanding of emotions is important if one is to make a proper adjustment when problems arise.	T	F	T	F
12.	One half (1/2) of all traffic fatalities involve people who have significant amounts of alcohol in their blood.	T	F	T	F
13.	Alcohol is a chemical which must be digested before it reaches the bloodstream.	T	F	T	F
14.	Coffee, cold showers and exercise help sober up an intoxicated individual.	T	F	T	F
15.	Because beer does not contain as much alcohol, one cannot become an alcoholic by drinking only beer.	T	F	T	F

OUTLINE

1. What exactly is drug abuse?

2. What do we as police feel our job is in drug abuse prevention?

   a. To see that people who sell, possess or abuse drugs are dealt with in a manner that would best help the community.

   b. To inform the public of the dangers resulting from drug abuse.

   c. To arrest violators of State and Federal laws.

3. What is the most commonly abused drug in Seaford?

   Number One is Alcohol.
   Number Two is Marijuana.
   Number Three is Prescription Drugs.

4. How do you as students feel about legalization of Marijuana?

Pros and Cons

5. Can an officer check your person, vehicle or residence for drugs?

   Yes.

   Do you think this is fair?

6. How would you feel if one of your friends were arrested for the sale of drugs?

7. How would you feel if this same friend had caused your brother or sister to use drugs?

   A lot of people ask, "Why do the police do anything to someone who uses drugs? They are only hurting themselves." The problem is that these people are usually a contributing factor to the use of drugs by another person who had previously not used drugs. Also, these people, when high, in some cases hurt other people by causing disturbances resulting in someone injured, or by getting behind the wheel of a vehicle, thereby becoming a threat to any other vehicle on the highway.

The Seaford Police arrest violators for three (3) main reasons:

a. To protect the community.

b. To deter others from committing the same offense.

c. To protect the individual involved.

We do not arrest people to cause them inconvenience or to harass them. Yes, we arrest drug abusers and people who possess drugs and people who sell drugs, but it is for the above mentioned reasons. That's our job and if you are ever involved with the police, in either a negative or a positive aspect as far as any violation of the law, I hope you will try to understand our position and what we are trying to do, which is to make Seaford a better community for all; to live in, to work in, and to visit.

ALCOHOL QUESTIONNAIRE

A number of statements concerning alcohol and its use are listed below. Please indicate your agreement or disagreement with each statement by checking the column to the right of each statement which comes nearer to describing your feeling. There are no right or wrong answers. Your first reaction to the statement is what we are interested in. Make a choice for every statement. Check only one column for each statement.

	Agree	Disagree
1. The general public is already sufficiently informed about the facts of alcoholism.	____	____
2. If an alcoholic wanted to be cured, he/she could accomplish the matter himself/herself.	____	____
3. The alcoholic suffers from a severe illness and needs treatment to a much greater degree than the usual medical complaints.	____	____
4. Only people like physicians, social workers, and the like should receive information concerning alcoholism.	____	____
5. Alcoholism is the direct result of a sick society.	____	____
6. No one should criticize the alcoholic without knowing why he/she drinks.	____	____
7. General hospitals should not accept alcoholics for treatment.	____	____
8. More research programs are needed about alcoholism.	____	____
9. Drinking alcoholic beverages should be classed with the illegal use of dope.	____	____
10. The alcoholic has no one to blame for his/her troubles but himself/herself.	____	____

		Agree	Disagree
11.	The facts about alcohol should be taught in every high school in America.	_____	_____
12.	The families of alcoholics should encourage them to seek expert treatment for their condition.	_____	_____
13.	Alcoholism begins as the sin of drinking and ends as a sinful habit.	_____	_____
14.	Information on alcoholism should be available to any citizen who has the interest to write for it.	_____	_____
15.	Doctors who spend their time treating alcoholics are wasting their time.	_____	_____
16.	Public education concerning alcohol is a waste of time and money.	_____	_____
17.	Alcoholic beverages are harmless when used in small amounts.	_____	_____

APPENDIX F

Priority-Career Counseling Program

THE CAREER SURVEY

NAME _____ DATE _____ HOMEROOM _____

GRADE _____ AGE _____

SECTION A

1. Dream a little! What career would you like to follow someday if nothing stood in your way? Describe it below.

_____

_____

2. Of course, there can be a difference between a person's dreams and what he or she really expects to do. What careers would you like to plan for as your possible life work? (List choice in order of preference)

a. _____

b. _____

c. _____

3. What kind of work does your father do?

_____

4. What kind of work does your mother do?

_____

SECTION B

Career Plans And Information

1. I would like to become a (an) _____
(first choice)

because _____

2. I would like to become a (an) _____ (second choice)

because _____

3. I would like to become a (an) _____ (third choice)

because _____

4. What should you know about yourself before choosing a career?

_____

5. How much education do you need to be a (an) _____ (first choice)

	Number of Years
High School	_____
Apprenticeship	_____
Trade School	_____
Business School	_____
College	_____
Special School	_____

6. What do you think a (an) _____ (first choice)

does at work?

SECTION C

Courses of Study

1. Check the course of study you think you would like to follow in high school.

_____ College Preparatory (Academic)
_____ Business Education
_____ General Education
_____ Vocational-Technical
_____ Other _____

2. Why do you think you want to take this course?

_____

3. What should you know about yourself before you choose a course of study? _____

_____

SECTION D

1. How do you think your parents would feel about your career choice? _____

_____

2. Suppose your parents did not agree with your plans, what would you do? _____

_____

3. Who do you feel should be responsible for your career choice?

_____

SECTION E

Interests

1. What are some of your interests, hobbies and activities both in and out of school? _____

_____

2. Check the three (3) areas of work that are closest to your interests at this time.

_____ Outdoor Work

_____ Mechanical Work

_____ Working with Numbers (Math)

_____ Scientific Work

_____ Business (Sales, advertising, public relations)

_____ Artistic Work

_____ Work that involves reading and writing

_____ Musical Work

_____ Work in which I help other people

_____ Secretarial Work

3. Which of your interests would go along with your career choices? (first choice) _____

_____

SECTION F

Abilities

1. Our abilities often determine how successful we are in our work. What are your strong points and weak points?

_____

2. Which abilities do you have that will help you in the work you are planning? _____

_____

3. Which abilities do you lack that may limit your success in the work you are planning? _____

_____

4. List the grades you received on your last report card.

_____ Language Arts _____ Science

_____ Math _____ Reading

_____ Social Studies _____ Other

SECTION G

Values

1. Things that are important to us are called our values. What are some of your values? _____

_____

2. Which of your values would go along with your career choice? (first choice) _____

_____

3. Job Values and Desires - Check the three (3) types of jobs you would be most likely to choose.

_____ A job where I could be a leader

_____ A very interesting job

_____ A job where I could be boss

_____ A job which I was absolutely sure of keeping

_____ A job where I could express my feelings, ideas, talents, or skills

_____ A job where I could make a name for myself or become famous

_____ A very highly-paid job

_____ A job where I could help other people

_____ A job where I could work more or less on my own

4. After thinking about your interests, abilities and values, do you think your present career choice is a good one?

_____

5. After you leave high school, what do you plan to do? (check one)

_____ I plan to work full time

_____ I plan to enlist in one of the military services

_____ I plan to go to a business school

_____ I plan to go to a trade or technical school

_____ I plan to go to college

_____ I am undecided right now

SECTION H

1. Check how much help you need at this time from your counselor.

_____ High Rating: I need lots of help in planning what I am going to do.

_____ Average Rating: I have some things planned but I could use some more help.

_____ Low Rating: My plans are pretty clear and I do not need help at this time.

COUNSELOR'S WORKCARD

-Front-

NAME _____ CAREER CHOICE _____

GRADE _____ PRIORITY _____

APPROPRIATENESS

Grades	___Yes ___? ___No
Interests	___Yes ___? ___No
Abilities	___Yes ___? ___No
Values	___Yes ___? ___No
Plans Appropriate?	___Yes ___? ___No

CONSISTENCY

Years of Education	___Yes ___? ___No
High School Program	___Yes ___? ___No
Plans Consistent?	___Yes ___? ___No
Appraisal of abilities accurate?	___Yes ___? ___No
	___No data available

-Back-

Self Referral _____ Teacher Referral _____

Parent Referral _____ Counselor Called _____

PURPOSE

1. To Review Survey
   a. Occupational Choice
   b. Educational Plan
   c. Interests
   d. Abilities
   e. Values
2. To Review Test Data
   a. SCAT and STEP
   b. GATB
   c. KUDER
   d. IOWA
   e. CAT
   f. Functional Reading
   g. Other _____
3. To Orient
   a. Occupational Requirement
   b. Training Required
   c. Ed. Opport., Costs, Etc.
   d. Marriage
   e. Military
4. Discuss Personal Concerns
5. CONFERENCES 1 2 3 4

RESULTS

1. Identified Alternate Career Plan
2. Modified Educational Plan
3. Modified High School Program
4. Delayed Career Decision
5. No Interest Or Action
6. Changed Priority
7. No Priority Change
8. Referred Case For Further Study

APPENDIX G

Turn-About Counseling

APPENDIX 17

Seaford School District
Seaford, Delaware 19973
AREA CODE 302
PHONE 629-4504

Dear

Your child has an opportunity to participate in a discussion group conducted by volunteers from the Turnabout Counseling Center in Seaford.

The group will discuss problems common to this age group and will learn to share concerns. The group will meet for one (1) hour each week during the school afternoon, from 2:30 p.m. to 3:30 p.m. for approximately 18 weeks.

I would like to encourage your child's participation in this worthy attempt to assist young people with their adjustment. In order for your child to participate, we do need your permission. Please fill out the bottom portion of this letter and return it to me at your earliest convenience.

Sincerely,

SEAFORD SENIOR HIGH SCHOOL

Daniel G. Newman, Assistant Principal

DGN/lbl

I do hereby give my child, _____, permission to participate in the school discussion group.

_____ DATE

_____ Parent or Guardian

APPENDIX 18

Seaford School District
Seaford, Delaware 19973
AREA CODE 302
PHONE: 629-4504

Dear

Your child has an opportunity to participate in a tutorial service conducted under the auspices of Turn About Counseling Center in Seaford.

This program is designed to assist your child on an individual basis in order that he or she may perform more effectively in a classroom environment. The ultimate goal of the service is, through consistent academic assistance, to help the student avoid academic problems, to adapt a study guide to meet your child's particular needs and eventually to actualize his or her academic potential and identify his or her interests and possible career course.

I would like to encourage your child's participation in this most worthy attempt to assist young people in their actualization. In order for your child to participate, we do need to have your permission. Please fill out the form below and return it to us at your earliest convenience.

Should you have any questions concerning this program, please do not hesitate to contact us.

Sincerely,

SEAFORD SENIOR HIGH SCHOOL

Daniel G. Newman
Assistant Principal

DGN/lbl

I do hereby give my child, _____, grade _____ permission to participate in the tutorial service program conducted by Turn About Counseling Center.

_____ DATE

_____ Signature of Parent/Guardian

EACH LEARNER IS A WORTHY INDIVIDUAL / LEARNING IS INDIVIDUAL INVOLVEMENT

EACH LEARNER IS A WORTHY INDIVIDUAL / LEARNING IS INDIVIDUAL INVOLVEMENT

Starting Groups

1. Administration

2. Purpose for your group

   Be willing to start where group is.
   Kind of group:
   - Orientation
   - Screening
   - Intake
   - Crises

3. Co-worker -- discuss why

   Someone you respect
   Able to talk about group with

4. Selection of Patients

   Who is available
   Heterogeneous (:mixed, as regards personality and symptoms)
   Consider again purpose of group
   Optimal number (7-8)
   - At least 5 -- better to work with larger number than less.
   - Select more than you actually want.

5. See individuals only briefly for screening if necessary (2 to 3 min.)

   Do not abort first session

6. Contract

   Negotiable from both sides
   Your purpose
   - What they think they want
   - Your expectations; theirs
   - Rules you will work by
     - Time, place, length of time
     - Confidentiality, socializing -- bring back to group

Teach how to use the group by using (importance of group).

From time to time clarify contract -- as it may be fuzzy.

Working new patients in.

TWO MAJOR CHARACTERISTICS OF ANY GROUP

1. Group Maintenance - interpersonal and emotional aspects. Activities which contribute to the building of group centered attitudes or group centered behavior.

2. Group task functions - activities that contribute to getting work done, solving the problem, reaching the goal, activities related to the purpose for which the group exists.

GROUP MAINTENANCE ROLES:

Encouraging - being friendly, warm and responsive to others; regarding others by giving them an opportunity or recognition.

Expression - verbalizing group feeling, sensing feeling, mood, relationship within the group, sharing his own.

Harmonizor - attempting to reconcile disagreements, reducing tension, getting people to explore their differences.

Compromisor - his own idea of status is involved in a conflict, offering to compromise his own position, admitting error, disciplining self to maintain group cohesion.

Gate Keeper - attempting to keep communication channels open, facilitating the participation of others, suggesting procedures for sharing opportunity to discuss group problems.

Standard Setter - expressing standards for group to achieve - applying standards in evaluating group functioning and production.

TASK FUNCTION ROLES:

Initiator or Provacator - proposing tasks or goals, defining a group problem, suggesting a procedure of ideas for solving a problem.

Information or Opinion Seeker - requesting facts, seeking relevant information about a group concern, asking for suggestions and ideas.

Information or Opinion Giver - offering facts, providing relevant information about a group concern, asking for suggestions and ideas.

Clarifier or Elaborator - interpreting or reflecting ideas and suggestions, clearing up confusion, indicating alternatives and issues before the group, giving examples.

Summarizor - pulling together related ideas, restating suggestions after group has discussed them, offering a decision or conclusion for the group to accept or reject.

Consensus testor - sending up trial balloons to see if group is nearing a conclusion, checking with group to see how much agreement has been reached.

SMALL-GROUP OBSERVATION FORM

Personnel:
Staff:
Visitors:
Patients:

Time of arrival at meeting:

I. Significant events prior to observed session

II. Seating pattern, and changes in seating

III. Focus of discussion: ( ) Intragroup or
Estimate % of discussion devoted to

Past	( )	( ) Intergroup predominant
Present	( )	( ) Impersonal matters
Future	( )	( ) Personal matters
		( ) Interpersonal matters
		( ) Group's activities
		( ) Other small groups in day hospital
		( ) Day hospital and outside community

IV. Topics initiated by staff:

V. Theme of session:
- Inclusion
- Dependency
- Power
- Intimacy
- Other

VI. Emotional tone of session:
- Angry
- Depressed
- Elated
- Agitated
- Well-being
- Other

VII.

Group Roles	Patient's Name	Talked about or not talked about
Leader		
Scapegoat		
Isolate		
Monopolist		
Other		

VIII. Group structure of session:
- A. Undifferentiated group-as-a-whole
  1. Patient-centered
  2. Staff-centered
- B. Subgrouping
  1. Young-old
  2. Male-female
  3. New pts.-old pts.
  4. Sick-well
  5. Other
- C. Pairing
  1. Between patients
  2. Patient-staff
  3. Staff-staff

IX. Comments:
- A. What is your understanding of today's meeting?
- B. Did anything happen during the session which might represent a turning point in the group's develcpment?

GROUP PROCESS RECORDING FORM

DATE: _____ RECORDER: _____

II Process

A. Sustained Affects:

	Minimal	Mild	Moderate	Strong	Very Strong
1. Depression	1	2	3	4	5
2. Anxiety	1	2	3	4	5
3. Anger	1	2	3	4	5
4. Shame or Guilt	1	2	3	4	5
5. Others _____	1	2	3	4	5

B. Major Theme(s):

II. Individual Patients: (Consider verbal communications only)

Patient:

	Passive-Active					Inappropriate-Appropriate				
	Very P 1	Mod P 2	Mildly A 3	Mod A 4	Very A 5	Mostly Ina. 1	Mod. Ina. 2	Mildly Ina. 3	Mostly Ap. 4	Entirely Ap. 5

Reprinted from "Journal of the Fort Logan Mental Health Center" Volume 2, No. 1, Spring, 1964, p. 22.

Crisis Intervention

1. Acceptance; empathy "What brings you here?"

2. Listen; allow person to ventilate feelings.

3. Identify source of distress.

   "What has been happening to you lately?"
   "When did you begin to feel worse?"
   "What is new in your life situation?"
   "What persons have been involved?"

4. Encourage person to diagnose the problem in his own words and to pin down the precipitating stress.

5. Assure the person that he can express true feelings with impunity. (hate, hostility, revenge, etc.)

6. If reluctant to do (5), use: "You seem to be quite sad;" "You appear ready to cry;" "You seem troubled." "Perhaps if you told me how you feel, I might understand."

7. Clarify how similar situations were handled in the past. (inventory of problem-solving resources)

8. Discover what still matters to him, values, persons, etc.

SELF-EVALUATION

Please discuss your views of your role as a group worker. Your evaluation should cover the following points: (Do no demonstrate your ability by explaining theory or enumerating facts, but only evaluate your strengths and weaknesses relative to the following areas).

1. Your theoretical basis of group work. Shown through:
   a. Understanding of different schools of thought concerning the development and behavior of groups.
   b. Understanding of different schools of thought concerning the behavior of individuals in groups.
   c. Knowledge of research.

2. Theoretical approaches. Shown through:
   a. Ability to start a group.
   b. Ability to understand and deal with dynamics of groups.
   c. Ability to identify critical points of behavior in group development.
   d. Ability to intervene therapeutically in group interaction.
   e. Ability to deal with different types of group members.
   f. Ability to identify with group and separate it from self.
   g. Taking initiative in moving toward therapeutic group goals.
   h. Demonstration of competence in application of technical skills from all phases of this program.

3. Interaction with staff and administrative personnel (in agency where group is located). Shown through:
   a. Becoming cognizant of group and its relationship to the organization.
   b. Relating group happenings to appropriate personnel to help them understand the individual and what is happening in group.
   c. Discussion of role relationships.

4. Conceptualization and communication. Shown through:
   a. Ability to trace phenomena that occur in group sessions, including analysis of group interaction.
   b. Ability to conceptualize your goals and goals of the group.
   c. Ability to formulate assumptions about group behavior.
   d. Ability to use theoretical information in formulating concepts of yourself and group, reciprocally with supervisor.

5. Attitudes toward group work. Shown through:
   a. Continued interest
   b. Regular attendance
   c. Learning through experience
   d. Interaction with fellow trainees
   e. Open-mindedness toward the learning situation

Discuss an area of conflict and/or special interest to you in the field of group work.

SELF-ESTEEM INVENTORY

Please mark each statement in the following way: If the statement describes how you usually feel, put a check ( ) in the column "LIKE ME." If the statement does not describe how you usually feel, put a ( ) in the column "UNLIKE ME."

		LIKE ME	UNLIKE ME
1.	I spend a lot of time daydreaming		
2.	I'm pretty sure of myself		
3.	I often wish I were someone else		
4.	I'm easy to like		
5.	My parents and I have a lot of fun together		
6.	I never worry about anything		
7.	I find it very hard to talk in front of the class		
8.	I wish I were younger		
9.	There are lots of things about myself I'd change if I could		
10.	I can make up my mind without too much trouble		
11.	I'm a lot of fun to be with		
12.	I get upset easily at home		
13.	I always do the right thing		
14.	I'm proud of my school work		
15.	Someone always has to tell me what to do		
16.	It takes me a long time to get used to anything new		
17.	I'm often sorry for the things I do		
18.	I'm popular with kinds my own age		
19.	My parents usually consider my feelings		
20.	I'm never unhappy		
21.	I'm doing the best work that I can		
22.	I give in very easily		
23.	I can usually take care of myself		
24.	I'm pretty happy		
25.	I would rather play with children younger than me		

SELF-ESTEEM INVENTORY

		LIKE ME	UNLIKE ME
26.	My parents expect too much of me		
27.	I like everyone I know		
28.	I like to be called on in class		
29.	I understand myself		
30.	It's pretty tough to be me		
31.	Things are all mixed up in my life		
32.	Kids usually follow my ideas		
33.	No one pays much attention to me at home		
34.	I never get scolded		
35.	I'm not doing as well in school as I'd like to		
36.	I can make up my mind and stick to it		
37.	I really don't like being a boy - girl		
38.	I have a low opinion of myself		
39.	I don't like to be with other people		
40.	There are many times when I'd like to leave home		
41.	I'm never shy		
42.	I often teel upset in school		
43.	I often feel ashamed of myself		
44.	I'm not as nice looking as most people		
45.	If I have something to say, I usually say it		
46.	Kids pick on me very often		
47.	My parents tell the truth		
48.	I always tell the truth		
49.	My teacher makes me feel I'm not good enough		
50.	I don't care what happens to me		
51.	I'm a failure		
52.	I get upset easily when I'm scolded		

SELF-ESTEEM INVENTORY

	LIKE ME	UNLIKE ME
53. Most people are better liked than I am		
54. I usually feel as if my parents are pushing me		
55. I always know what to say to people		
56. I often get discouraged in school		
57. Things usually don't bother me		
58. I can't be depended on		

TURN ABOUT CLIENTS

We are interested in receiving people's comments about our services, in order that we may constantly improve our services. We, therefore, ask you to fill out this questionnaire and return it as soon as possible. There is no need to sign the questionnaire.

1. When was your first interview with counseling center staff:

   ____ __ ____
   Month Day Year

2. How long did it last?

   ___ 15 min - 30 min
   ___ 30 min - 1 hour
   ___ 1 hour - 1½ hours
   ___ 1½ hours or more

3. Were you sent to one of the counseling center programs by:

   ___ Family Court
   ___ School
   ___ Church
   ___ Mental Health
   ___ Division of Social Services
   ___ Police
   ___ Came in on own
   ___ Other (Specify _____)

4. Were you ordered to go?

   ___ No ___ Yes If yes, why?

   _____

   _____

   _____

5. Who was your first counselor? _____

6. Did you have any others?

   ___ No __ Yes If yes, who? _____

Why were you being counseled?

___ Family problems
___ Legal
___ School
___ Other (specify _____)
___ Etc.

8. In what types of counseling sessions did you participate? (check more than one if appropriate)

___ Group
___ Individual only
___ Individual and family separately
___ Individual and family together

9. If you were in a group counseling session, approximately how many were present? (If you attended more than one session how many were there, on an average).

___ Other youths
___ Other parents
___ Other adults
___ Counseling center staff
___ Total

10. When you were receiving counseling, approximately how often did you meet with the counselor?

___ 1 to 2 times per week
___ 3 or more times per week
___ once every two weeks
___ one time per month

11. Aside from counseling, what other services did you receive from the counseling center staff? (check more than one if appropriate)

___ Referral
___ Advisory (agency assisting you in court)
___ Employment
___ Tutoring
___ Other

12. The counseling center has: (check one)

___ Met all of my needs
___ Met most of my needs
___ Met few of my needs
___ Met none of my needs

13. How could the counseling center have helped you more?

_____

_____

_____

14. Could you reach the counseling center staff when you needed them?

____ No ____ Yes

15. Did you ever try to reach the counseling center staff after working hours?

____ Yes (successfully)
____ Yes (unsuccessfully)
____ Never tried

16. Are you still receiving services from the counseling center staff?

____ Yes
____ No; date stopped _____

BASIC TRAINING IN PREVENTION

EVALUATION

This training will be done again for other groups and because we want to constantly upgrade the quality of our presentation we would like your candid and honest evaluation. Thank you.

1. The presentations were:

   a) Well prepared
   Yes _____ No _____
   Comment: _____

   _____

   b) Logical
   Yes _____ No _____
   Comment: _____

   _____

   c) Organized
   Yes _____ No _____
   Comment: _____

   _____

   d) Clear
   Yes _____ No _____
   Comment: _____

   _____

   e) Appropriate
   Yes _____ No _____
   Comment: _____

   _____

   f) Well Presented
   Yes _____ No _____
   Comment: _____

   _____

2. The training sessions increased my understanding of substance abuse prevention and education.
   Yes _____ No _____
   Comment: _____

   _____

3. The presenters were:

   a) Neat in appearance
   Yes _____ No _____
   Comment: _____

   _____

   b) Encouraged group participation
   Yes _____ No _____
   Comment: _____

   _____

4. Please comment on the individual sessions:

a) The History of Prevention and Education

b) Facts About Substance Abuse

c) Adolescence and Drug Use

d) Classroom Intervention Techniques

e) Early Intervention and Community Resources

5. Suggest any improvements that you would make in the training program.

Signed _____
optional

GLOSSARY OF SELECTED SLANG TERMS

Acid Head - Frequent user of drugs

Addiction - Physical dependence on a drug

Baggie - A container of drugs, usually marijuana

Blow Your Mind - Get high on drugs

Brick - A kilo (2.2 lbs.) of marijuana

Bummer - A bad experience under the influence of drugs

Busted - Arrested

Clean - An ex-user of drugs

Cold Turkey - Withdrawal from addictive drugs without medical supervision

Come Down - To have drug effects wear off

Crash - To end a drug experience, particularly with methedrine

Dime Bag - A $10 purchase of drugs; also nickel bag ($5)

Drop - To take drugs orally

Fix - The act of infecting a narcotic

Freak - A user of drugs

Fruit Salad - A mixture of capsules, pills and tablets passed from person to person and taken indiscriminately

Guide - One who sits with a person having a hallucinatory experience to guide him through it in case it turns out to be a bummer

Head - Someone who uses drugs frequently

High - Under the influence of drugs, also referred to as "stoned"

Hit - An infection of drugs

Joint - A marijuana cigarette

Junkie - An addict, usually on heroin

Narc - An officer assigned to enforce narcotics laws

GLOSSARY OF SELECTED SLANG TERMS - Cont'd

OD- An overdose of drugs

Paper - One-tenth of a gram of a narcotic drug, usually heroin, wrapped in paper

Popping - The act of injecting a drug under the skin

Pot Head - A habitual user of marijuana; also referred to as "Weed Head"

Roach - The butt of a marijuana cigarette

Score - To make a drug purchase

Shoot-Up - To inject drugs intraveneously

Smith - An informer

Speed Freak - A heavy user of stimulants

Stash - A hiding place for drugs, or a hidden supply of drugs

Strung Out - Addicted to drugs

Travel Agent - A person who sells LSD

Tune In - To be knowledgeable about drugs

Turn On - To use drugs

Wired - Under the influence of a stimulant

SELECTED DEFINITIONS OF TERMS

C.O.R.E.

Committee on review and evaluation.

HARD-CORE DISCIPLINE PROBLEM

A behavior that was extremely resistant to solution or improvement. An individual(s) being the most determined or dedicated members of an identified group of discipline problems.

HUMANISTIC EDUCATION

Is education which deals with the individual as a total human being. It emphasizes clarification of values, coping with feelings, making sound decisions, and developing a positive self-image.

CONFIDENTIALITY

A policy of whereby information imparted by a student or client must legally be kept confidential by a counselor. The counselor may not in a court of law or elsewhere divulge information given to him by the counselee in confidence. Only a few states have such laws for school counselors.

DRUG SUBSTANCE

Anything other than food which by its chemical nature affects the structure or function of all or part of a living organism. The effects of drugs vary with dose. For each dosage, there is an effective dose with regard to desired effect, a toxic dose, and a lethal dose.

DRUG SUBSTANCE Cont'd

A drug is any chemical substance which affects a person in such a way as to bring about physiological, emotional or behavioral change.

SUBSTANCE ABUSE SYNDROME

The continued existence of drug abuse as a problem in our culture. Drug abuse is often a symptom of deeper problems, but that young people choose to express the symptom in this way is the syndrome.

DRUG ABUSE, SUBSTANCE ABUSE

Both are very broad terms. They signify the use of any drug in a manner which differs from particular medical, legal, social and religious norms within a given culture at a given time. Drug abuse may refer to any type of drug or chemical without regard to its pharmacology. It is an eclectic concept having only one uniform connotation: societal disapproval. Drug abuse is the use of a chemical substance which results in an individual's physical, mental, emotional or social impairment.

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